DOCUMENT RESUME

ED 300 757 CS 009 342

TITLE	Combating Illiteracy among the Elderly: A Cost-Effective Strategy. Final Project Report.
INSTITUTION	National Council on the Aging, Inc., Washington, D.C.
SPONS AGENCY	Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE	Jun 87
GRANT	G008440476
NOTE	80p.; For related documents, see ED 286 000-002.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Adult Basic Education; *Adult Literacy; *Adult Programs; Illiteracy; *Literacy Education; *Older Adults; Peer Teaching; Program Descriptions; Program Implementation; Tutoring; Volunteers
IDENTIFIERS	*Literacy Campaigns

ABSTRACT

This final report of the Literacy Education for the Elderly Project (LEEP) provides a description and the results of the project designed to target literacy education to the older adult. The strategy of the two-year program, established in 27 sites nationwide, was to: (1) link the local level aging services network with the volunteer adult literacy network; (2) recruit and train older adults as volunteer literacy tutors and peer supports; (3) deliver literacy education to older adults in sites such as senior centers, nutrition sites, senior housing, and churches; and (4) provide administrators, literacy tutors and trainers with materials on how to organize a literacy program to address the special learning needs of the elderly. Appendixes include a list of project advisory committee members, a list of demonstration sites, case studies of sites, a follow-up survey, and reproductions of articles from various periodicals describing the program. (RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED300757

CS

COMBATING ILLITERACY AMONG THE ELDERLY:

A COST-EFFECTIVE STRATEGY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

_____

_____

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

FINAL PROJECT REPORT

THE NATIONAL COUNCIL ON THE AGING, INC.
Since 1950 working to improve the lives of older Americans

BEST COPY AVAILABLE

Bella Jacobs, Ed.D., Project Director
Catherine Ventura-Merkel, M.G.S., Program Associate

Project funded by
The Fund for the Improvement of Postsecondary
Education of the U.S. Department of Education

June, 1987

COMBATING ILLITERACY AMONG THE ELDERLY: A COST-EFFECTIVE STRATEGY

L E E P

Literacy Education for the Elderly Program

FINAL PROJECT REPORT

BEST COPY AVAILABLE

THE NATIONAL COUNCIL ON THE AGING, INC.
Since 1950 working to improve the lives of older Americans

COMBATING ILLITERACY AMONG THE ELDERLY:
A COST-EFFECTIVE STRATEGY

Grantee Organization:

The National Council on the Aging, Inc.
600 Maryland Avenue, S.W., West Wing 100
Washington, D.C. 20024

Grant No: G008440476

Project Dates:

Starting Date: September 1, 1984

Ending Date: August 30, 1986

Number of Months: 24

Project Director:

Bella Jacobs, Ed.D.
The National Council on the Aging, Inc.
600 Maryland Avenue, S.W., West Wing 100
Washington, D.C. 20024
(202) 479-1200: Ext. 360

Fund Program Officer:

John Donahue

Grant Award:

Year 1.....	$ 110,118
Year 2.....	124,212
Dissemination Grant (8-Month).....	8,000
Total.....	$ 242,330

NCOA'S LITERACY EDUCATION FOR THE ELDERLY PROJECT (LEEP)

A B S T R A C T

BACKGROUND

The Literacy Education for the Elderly Program (LEEP) was a pioneer effort to target literacy education to older adults. Prior to the initiation of LEEP, literacy education for the elderly was virtually ignored. LEEP was designed to overcome existing barriers and demonstrate the feasibility and desirability of helping older adults who could neither read nor write or were so lacking in basic skills that they could not function adequately in their daily environment.

Through LEEP, NCOA was able to demonstrate in 27 sites nationwide a strategy which:

(1) Linked at the local level the aging service network (senior centers, offices on aging, senior housing projects, etc.) with the volunteer adult literacy network (Literacy Volunteers of America (LVA), Laubach Literacy Action (LLA) and other community groups including libraries and churches).

(2) Recruited and trained older adults as volunteer literacy tutors and peer supports for other older adults who lacked basic literacy skills.

(3) Delivered literacy education to older adults at sites in which they participated in large numbers: i.e: senior centers, nutrition sites, senior housing, churches.

(4) Provided administrators, literacy tutors and trainers with materials on how to organize a literacy program and address the special learning needs of the elderly.

Bella Jacobs, Ed.D.
The National Council on the Aging, Inc.
600 Maryland Avenue, S.W., West Wing 100
Washington, D.C. 20024
(202) 479-1200

PROJECT PRODUCTS

Organizing a Literacy Program for Older Adults, by Bella Jacobs and Catherine Ventura-Merkel, Washington, DC: The National Council on the Aging, Inc., 1986.

Tutoring Older Adults in Literacy Programs, by Bella Jacobs and Catherine Ventura-Merkel, Washington, DC: The National Council on the Aging, Inc., 1986.

Update on Healthy Aging: Reading Material on Health Topics for the New Reader, by Bella Jacobs and Catherine Ventura-Merkel, Washington, DC: The National Council on the Aging, Inc., 1986.

TABLE OF CONTENTS

ABSTRACT

EXECUTIVE SUMMARY II

PROJECT REPORT III

Project Overview..... 1

Purpose..... 2

Background and Origins..... 4

Project Description..... 5

Project Results..... 11

Summary and Conclusions..... 16

APPENDICES

Appendix A: Project Advisory Committee

Appendix B: LEEP Demonstration Sites

Appendix C: NCOA Leep Publications

Appendix D: Perspective Article-May/June 1985

Appendix E: Case Studies

Appendix F: Follow-up Survey

Appendix G: Public Relations/Publicity

G(1) Malaysian Star - Feby. 18, 1987

G(2) Sun Sentinel, Palm Beach, FL - " 16, 1987

G(3) Washington Post - " 9, 1987

G(4) New York Times (New Jersey Section) - " 1, 1987

G(5) Empl. and Training Reporter - May 14, 1986

II.

EXECUTIVE SUMMARY

Project Title:	COMBATING ILLITERACY AMONG THE ELDERLY: A COST-EFFECTIVE STRATEGY
Grantee Organization:	The National Council on the Aging, Inc. 600 Maryland Avenue, S.W., West Wing 100 Washington, D.C. 20024
Project Director:	Bella Jacobs, Ed.D. (202) 479-1200: Ext. 360

Project Overview:

The elderly comprise a large proportion (38%) of the United States' adult functionally illiterate population, yet few participate in programs designed for adults who lack basic literacy skills. Many factors contribute to low participation by the elderly in literacy programs: lack of transportation, intimidating locations (schools, learning centers), irrelevant content and class offerings scheduled at times when older persons are not likely to attend (e.g. night). Efforts made by existing community programs, including Adult Basic Education (A.B.E.) and volunteer literacy groups, to reach older adults have not been successful as they have focused their resources on the young adult with future employment potential. Yet illiteracy is crippling for an older adult who must cope with the changes that occur with the process of aging including the loss of spouse, relatives and friends, retirement, acquiring age-entitled benefits and health problems. Strategies needed to be developed to reach these individuals and improve their basic skills for participating more fully in the social, economic and political life of our society.

To improve the elderly's access to participation in literacy education programs, The National Council on the Aging (NCOA) proposed a three-part strategy that would:

1. Link resources of community-based organizations within the aging and the voluntary literacy networks to increase opportunities for literacy education for the older adult population.

2. Improve methods, practices and techniques for teaching literacy to older adults.

3. Develop a cost-effective literacy model appropriate for older adults and suitable for nationwide replication.

In September 1984, The National Council on the Aging received a grant from the Fund for the Improvement of Postsecondary Education to develop a program model that recruits and trains adults to provide literacy education to their peers in sites frequented by the elderly: i.e: senior centers, nutrition sites, senior housing. This model, called LEEP (Literacy Education for the Elderly Program), was tested in a two-year demonstration project during which NCOA developed guidelines on how to initiate a community-based literacy program for older adults and train older adults to be literacy tutors or peer supports for the functionally illiterate older adult.

The program model was initiated in 27 locations around the country. Though some attrition did occur for reasons which included lack of funding, recruitment problems and staffing difficulties, twenty (20) sites did demonstrate the possibility of the program. As a result of this experience, three publications were prepared to enable program sponsors to implement a literacy program for older adults. The information provided can be used by any group or organization concerned with the literacy needs of the elderly.

As an outcome of the project:

- The capacity of functionally illiterate older adults for greater social and economic self-sufficiency was enhanced.
- Two critical networks having the community resources necessary to reach functionally illiterate older adults--the aging services network (through senior centers) and the adult literacy network (through the local chapters of national organizations such as Laubach Literacy Action--LLA and Literacy Volunteers of America--LVA) were working together to initiate literacy programs for older adults.
- A cadre of older volunteers to serve as literacy tutors and peer supports was established.
- Literacy tutors and instructors were provided with more appropriate learner-centered practices and methods for working with functionally illiterate older adults; and
- A nationwide literacy model for older adults based on project results was made available for replication by both the aging services and adult literacy networks.

Purpose:

Older Americans represent 38 percent of the U.S. illiterate adult population and are among the most disadvantaged. They lack the basic skills to cope with the conditions that aging affects: maintaining good health and proper nutrition through diet and taking medications appropriately, adjusting to different housing needs, managing finances and securing entitlements.

But who are these older adults? Like others with literacy problems, they can be from all walks of life. Some may be low achievers, rarely successful at anything in their lives. Others may be highly successful and respected members of their communities. Their literacy problems could be caused by any number of things, but many have backgrounds of low income, minority status, or family situaions which dictated that they be someplace other than in school.

A person who is illiterate has many of the same problems that a non-English speaking person has in this country, although the latter may have literacy skills. Without the ability to read or write, an older adult cannot get a driver's license, fill out a job application or complete the forms necessary to obtain essential benefits. He or she may be unsure of the information on medicine bottles, confused by a telephone directory, or unable to read the newspaper or magazines. A person with literacy problems can be as isolated as a stranger in a strange land.

Background and Origins:

Many communities have volunteer literacy organizations that offer individualized instruction in basic reading, writing and math skills. These local organizations are often associated with one of two major national volunteer programs. Literacy Volunteers of America (LVA) has approximately 180 local affiliates offering volunteer tutoring on a one-to-one basis. They use a variety of methods: language experience, sight words, phonics and patterned words to teach literacy skills. The other national program, Laubach Literacy Action (LLA), has 500 local councils that use a more structured approach emphasizing phonics. Together, these national programs reach more than 53,000 students a year, of which fewer than five percent are over age 65. Similar literacy programs may be operated in a community by the local school system, the public library, churches, or other voluntary and service organizations.

The public school system offers Adult Basic Education classes but serve very few older adults. These classes are usually held at night when older persons do not like to travel and are often located in neighborhoods older persons find inaccessible or dangerous. Many older adults do not find the classes appropriate to their particular needs since they are designed to meet the vocational needs of a younger adult population.

Of the community programs that address the special needs and interests of older adults, perhaps the most familiar resource to older adults and the general public is the senior center. About 8,000 nationwide, senior centers reach more than seven million older adults through such services as transportation, nutrition, education, information and referral, recreation, health promotion, volunteer activities and outreach services. Many of these services are also offered in other locations; but the senior center provides a feeling of group identity in a welcoming, supportive atmosphere.

Many older adults are involved in a variety of senior group programs such as the Retired Senior Volunteer Program (RSVP), Foster Grandparents, education programs, long-term care facilities and adult day care programs, retirement communities, senior housing projects, or fellowship groups developed around hobbies, neighborhoods or church affiliations. These programs offer activities and services similar to those of senior centers, and like them, provide a structure that facilitates participation, provides a meeting place and establishes a group identity.

Instead of forming a new system, a more logical step was to bring together those that already have the structure for program development with those that have the expertise to provide literacy education to older adults.

The model proposed and funded under a two-year grant from the Fund for the Improvement of Postsecondary Education (FIPSE) was that of joint sponsorship. The technical expertise of a community literacy organization was brought to a group or center that older adults already attend and where literacy education can be made available. The model also allowed for sponsorship by libraries, churches, businesses, civic groups or voluntary action centers that can weld links between literacy and senior programs. Although many forms of co-sponsorship were possible, the voluntary literacy organization provided:

- expertise on literacy education
- teaching materials
- trainers for the tutors
- technical assistance in program development.

The senior group program provided:

- volunteer tutors
- volunteers to act as peer supports to help students with their learning activities
- space for the tutoring
- a structure and support for the successful operation of the program
- knowledge of the needs and interests of older adults.

For older adults with literacy problems, this kind of program offered a supportive environment designed to meet the needs of their age group. The location is familiar because they go there for other programs or services. Program tutors are also older adults with similar frames of reference. Furthermore, the tutoring materials are likely to be more appropriate than those found in other literacy programs.

Project Description:

The Literacy Education for the Elderly Program (LEEP) was designed to demonstrate the feasibility and desirability of recruiting and training older adult volunteers to work with other adults who could neither read nor write and were so lacking in basic skills that they could not function adequately in their daily environment.

LEEP enabled NCOA to initiate in 27 sites nationwide a strategy which:

(1) Linked at the local level the aging services network (senior centers, offices on aging, senior housing projects, etc.) with the volunteer adult literacy network--Literacy Volunteers of America (LVA), Laubach Literacy Action (LLA) and other community groups including libraries and churches.

(2) Recruited and trained older adults as volunteer literacy tutors and peer supports for other older adults who lacked basic literacy skills.

(3) Delivered literacy education to older adults at sites in which they participated in large numbers.

(4) Provided literacy tutors and trainers with materials on how to address the special learning needs of the elderly.

Project Results:

In assessing the results of LEEP for 20 of the 27 national demonstration sites after a two-year period, it was clear that a multiplicity of factors needed to be considered when determining the success a site had in initiating a program, recruiting and maintaining tutors and students, and promoting an awareness of the problem of older adult illiteracy. Project sponsors used a variety of methods

to implement the project. Outcomes varied-sometimes because of methods used, but also because "the project worked differently in every community." A critical constraint was the lack of funds to help start programs and the short period of time in which the project had to institute the program. Nevertheless, the project sensitized communities nationwide to the literacy needs of older adults and generated a structure to help respond to these needs. For many older adults it provided for the first time an opportunity to learn to read in a supportive environment, with understanding teachers and in a place that was familiar to them and responsive to their needs.

Summary and Conclusions-The LEEP Demonstration Project:

The elderly, though often considered to be a low priority in literacy instruction, should not be dismissed as "unreachable." While older adults do face multiple barriers to learning, including physical handicaps and negative attitudes, they also may have fewer job and family responsibilities that can interfere with participation. The results of this study indicate that older adults are not unwilling to learn to read. However, different recruitment strategies are needed to reach this group. Working with orgqnizations such as senior centers or residential sites appears to be effective. Also, older adults need instruction geared toward their own interests, which, as the LEEP demonstration and other prior research showed, differ from the general population. Finally, information from LEEP indicates that the elderly want socialization as well as instruction. Therefore, group interaction may be essential to create the greatest satisfaction for this special population.

Follow-up surveys, telephone interviews and preliminary reports from project coordinators support the value of this project nationwide.

III.

BODY OF REPORT

Project Title:	COMBATING ILLITERACY AMONG THE ELDERLY: A COST-EFFECTIVE STRATEGY
Grantee Organization	The National Council on the Aging, Inc. 600 Maryland Avenue, S.W., West Wing 100 Washington, D.C. 20024
Project Director:	Bella Jacobs, Ed.D. (202) 479-1200: Ext. 360

Project Overview

A lack of literacy skills - the ability to read and write - is a problem for many older Americans. While many communities have adult education programs which teach literacy skills to adults and young people, these programs are not targeted to and do not reach many older adults. On the other hand, these same communities have senior centers and other group programs which do reach older adults, but don't offer literacy education. Clearly, then, one solution to providing literacy education to older adults was to link the senior group programs to the voluntary literacy organizations.

The National Council on the Aging (NCOA) undertook this concept and developed a program model which recruited and trained older adults to provide literacy education to their peers in locations frequented by the elderly. This model was developed under a two-year demonstration project which developed guidelines on how to initiate a community-based literacy program for older adults, and trained older adults to be literacy tutors or peer supports for the functionally illiterate older adults. The program model was tested in 27 locations around the country. NCOA provided guidelines to program sponsors for implementing the demonstration phase.

Illiteracy has been defined as a lack of the skills required to read or write effectively, but there are also different levels of literacy. A person may not be able to read or write at all, or may have enough skills to function at a minimal level. A person also may be able to write and read, but not well enough to obtain and use information which is essential for successful living.

A person who is illiterate has many of the same problems that a non-English speaking person has in this country, although the latter does have literacy skills. Without the ability to read or write, an older adult can not get a driver's license, fill out job applications, or complete the forms related to essential benefits or needs. Such an individual may be unaware of the information on medicine bottles, confused by a telephone directory, or unable to read the newspaper or magazines.

Purpose

As of 1982, census figures indicated that there were 23,572,000 adults age 65 or older in the United States. Of these, 1.7% were not able to read or write, 9 percent had less than a sixth grade education and were considered functionally illiterate, and 50 percent had less than 10 years of school.

But who are these older adults? Like others with literacy problems, they can be from all walks of life. Some may be low achievers, rarely successful at anything in their lives. Others may be highly successful and respected members of their communities. There literacy problems could be caused by any number of things, but many have backgrounds of low income, minority status, or family situations which dictated that they be someplace other than in school.

An older person with literacy problems has had a lifetime of experience with coping and adapting to situations which require literacy. This is a measure of success, not of failure. But even after a lifetime of successful coping, old age can bring changes that pose challenges to these coping skills.

First, there may be changes in the support that the older person has had for coping with literacy problems. The support system of family and friends that helped "negotiate the system" for them may start to die or may move away. Or,

they may just get tired of being called on to help and may make themselves less available. In either case, the older illiterate may find him or herself in the position of not having the help they need to cope with situations which require literacy.

Second, older adults can become more vulnerable, both socially and physically. The support system that helped "protect" them and which provided companionship may be shrinking, and could lead to feelings of isolation. Or, a decline in health status that affects some older adults can reduce their abilities to cope with problems caused by illiteracy.

It also becomes harder for some to cope with the world around them. There are constant technological changes which require education and adaptation. Older adults interested in working may find that their employment potential has decreased because of these changes. There are programs and agencies that provide benefits and services to older adults, but you have to have information on them and know how to apply for the benefits.

Fourth, literacy problems may have an effect on the individual's self-esteem that was not apparent in younger years. Some people may experience feelings of inferiority that have been building up for many years, or a sense that they are unable to control their own lives. Others may be searching for meaning in their lives, but either the problems caused by illiteracy color their conclusions, or they don't have access to books and articles that would help them sort out their feelings about what their lives have meant. Finally, unable to break out of the mold of illiteracy themselves, they cannot function as models for their children and grandchildren.

Background and Origins

Many communities have voluntary literacy organizations which provide individualized instruction in basic reading, writing and math skills. These local organizations are often associated with one of two major national programs. Literacy Volunteers of America (LVA) has approximately 180 local affiliates that provide volunteer tutoring on a one-to-one basis. Theirs is a flexible approach, using a variety of materials involving language, sight words, phonics and patterned words to teach literacy skills. The other national program, Laubach Literacy Action (LLA), has 500 local councils which teach through a structured approach that emphasizes phonics. Together, these national programs reach over 53,000 students a year, but it's estimated that less than five percent of them are over age 65. Similar literacy programs may be operated in a community by the local school system, the public library, churches, or service organizations.

These existing programs do not reach many older students. Older adults with literacy problems may not know that the programs exist, or the location of the program may be viewed as inconvenient. There may be no public transportation available, or classes may be lengthy and held at night. Some older adults do not feel comfortable in a school setting which is where many literacy programs hold classes, or they may feel uncomfortable when all the other students and the teacher are younger than they are.

There are also community programs have been developed to meet the needs and interests of older adults. Of these, perhaps the most familiar to older adults and the general public alike are senior centers. There are about 8,000 such centers nationwide, which reach over 7 million older adults through such services as transportation, meal programs, education, information and referral, recreation programs, health programs, volunteer activities, and outreach services. Many of these services are also offered in other locations, but a senior center offers a strong feeling of group identity and an atmosphere that is welcoming and supportive of older adults.

Other older adults are involved in a variety of senior group programs. In a community, you may find senior volunteer programs such as RSVP (the Retired Senior Volunteer Program) or Foster Grandparents, nutrition and education programs for the elderly, older adults in long-term care facilities or adult day care programs, retirement communities, senior housing projects, or fellowship groups developed around hobbies, neighborhoods, or church affiliations. These programs serve many more older adults, and offer activities and services similar to those of senior centers. Like senior centers, they also provide a structure that facilitates participation, provides a physical facility for meeting, and provides a sense of group identity.

Project Description

One approach to meeting the literacy needs of older adults was to try to link the resources of local literacy

organizations with those of senior group programs. Instead of forming a new system, a more logical solution was to bring together those who already had the administrative structures with those who had the expertise to serve the literacy needs of older adults for a successful and cost-effective program.

The model proposed was that of joint sponsorship. The technical expertise of community literacy organization could be brought to a group or center which serves older adults so that literacy education can be offered by and for older adults at facilities they visit for other programs or services. The model also allowed for organizations such as libraries, churches, businesses, civic groups or voluntary action centers to sponsor the program and serve as the linkage between the literacy and senior programs. Although many forms of co-sponsorship are possible, generally the voluntary literacy organization provides:

- The expertise on literacy education
- The teaching materials.
- Trainers for the tutors.
- Their technical assistance in the program development.

The senior group program generally provides:

- The volunteer tutors.
- Volunteers to act as peer supports to help students with their learning activities.
- The facility for the tutoring.
- Other support services for the successful operation of the program, such as transportation services.

These are all resources that already exist within these organizations, so there would be no major developmental costs involved in starting up an older adult literacy program.

Because of the variety and diversity in the sites selected, several research methods were used to gather data:

- At the start of the project, questionnaires were used to gather baseline data from the 27 selected sites.
- Update questionnaires were used to monitor project development.
- Five sites were selected for in-depth case studies. At each, NCOA project staff conducted personal interviews with the director of the sponsoring agency, the project coordinator, the cooperating agency (i.e. literacy or aging), tutors and students.
- At the project's completion, telephone interviews were conducted with the project coordinator at the 22 sites not selected for in-depth study.

During the two years of Project LEEP, 27 sites participated in the demonstration phase. Their responsibilities included:

- starting a literacy program for older adults using older adults as volunteer tutors;
- testing materials, methods and techniques appropriate for teaching older adults;
- participating in the project's evaluation.

Types of Sites

Results reported in Table I show that a majority of the participating sites were non-profit (52%) and a large percentage were public/government sponsored (44%). Most agencies were in a separate building or facility (see Table II). About half were senior centers and the other half described their role and function in various ways, including literacy education agencies, area agencies on aging, libraries, public school systems, employment and training programs and community action agencies, (see Table III).

Table I: Agency Sponsorship/Auspice

	Number	%
Public/Govt.	12	44
Voluntary non-profit	7	26
Private profit	1	4
Private non-profit	7	26
	27	100

Table II: Type of Facility

	Number	%
Separate Building	16	59
Churches	4	15
Recreation Com. Cen.	1	4
Housing Project	1	4
Other	5	18
	27	100

Table III: Description of Role & Function

	Number	%
Multipurpose Sr. Centers	12	45
Other (libraries, literacy agencies, area agencies, Title V emloyment programs, etc.)	15	55
	27	100

Site Locations

Attempts were made during the selection process to choose an equal distribution of sites by geographic location and the areas served. While Table IV shows a relatively even geographic distribution, Table V shows that more than half of the sites were located in urban areas. This may be due to the fact that the problem of illiteracy is more apparent in larger, more urban population areas because of higher concentrations of low-income older adults.

Table IV: Distribution of Sites by Geographic Location

	Number	%
Northeast	7	26
North Central	5	18
South	8	30
West	7	26
	27	100

Table V: Distribution of Sites by Area Served

	Number	%
Urban	16	59
Suburban	3	11
Rural	8	30
	27	100

Sizes of Sites

Size was determined by the number of older persons served in an agencies' target area (See Tables VI and VII). Both measures reveal that a higher percentage of large sites participated in the demonstration phase.

Table VI: Number of Older Persons Served

	Number	%
1 - 999	5	18
1000 - 4999	5	18
5000 +	17	64
	27	100

Table VII: Size of Geographic Area Served

	Number	%
Small (1 sq. mile)	0	0
Medium (1-10 sq. miles)	2	7
Large (10 sq. miles)	25	93
	27	100

Illiterate Elderly Population

Each site was asked to approximate the percentage of functionally illiterate, regular program participants. A majority reported that at least 25% of the regular program participants are functionally illiterate (see Table VIII), lacking the basic skills of reading, writing and math.

Table VIII: Percentage of Functionally Illiterate Participants

% of Functionally Illiterate Participants at Sites	Number	%
0% (None)	0	0
10% (Hardly any)	6	22
25% (About a Quarter)	11	41
50% (About Half)	3	11
75% (About Three-Quarters)	3	11
90% (Almost All)	3	11
100% (Everyone)	0	0
No Response	1	4
	27	100

Sixty percent of sites said prior to LEEP they referred participants with literacy problems to other community programs (see Table IX). Further questioning revealed that most of those persons referred do not attend, due to a variety of reasons, including:

- lack of motivation or interest
- lack of transportation
- strange environment
- inconvenient times/locations
- classes beyond their level
- younger teachers who do not relate well to older persons
- not relevant to needs of older persons

Table IX: Types of Literacy Program Referrals

	Number	%
Adult Basic Education	15	56
Volunteer Tutorial Program	7	26
Other	3	11
No Response	2	7
	27	100

Project Results

A variety of factors need to be considered when determining the success of a site in recruiting and maintaining tutors and students and promoting an awareness of the problem of older adult illiteracy. Project sponsors used a variety of methods, materials and techniques when implementing the project. Outcomes varied, often because of methods used, but also because the project worked differently in each community. A critical constraint was the short period of time in which the project has been operating.

Population Served

White majorities existed in 75 percent of the sites, but many had substantial black, Hispanic or Asian populations. Reasons given for high illiteracy rates among older adults in the populations served included: the lack of emphasis placed on education versus work and raising families during the time they were younger; ethnic elderly who are fluent speakers, but cannot read or write; work that did not require literacy (agricultural or blue-collar work); and extreme isolation (i.e., the Alaskan panhandle). The literacy projects which targeted Appalachian, black and ethnic populations found that these populations often had the supportive atmosphere of peers since illiteracy was not that unusual; other projects found "hidden elderly" who were greatly embarrassed by their illiteracy. This difference was evident at several sites where students could be identified but would not participate, or were tutored, but with great efforts made to keep it confidential.

Current Status

At the time of the project's final evaluation 20 sites were active. Reasons given for inactivity of a program included inadequate funding, inability to recruit students and/or tutors and lack of a literacy coordinator. More than 400-500 tutors had been trained. More than 600 students had participated in LEEP.

Staffing

A dedicated and enthusiastic coordinator, preferably with some knowledge of education and literacy is essential for success. For nine sites the role of coordinator was part of a literacy-related job. Eight sites recruited coordinators to focus on LEEP. In five sites, literacy-related activities were added to a staff person's job, but for many of these sites staff persons with other responsibilities were often unable to dedicate the necessary time to successfully develop the program. In three instances, when the initiating staff person left, the program was not followed through by other staff. One site had a volunteer coordinator, but others found that the job was "too big for a volunteer." Other staff persons working on LEEP included active trainers and resource persons, VISTA volunteers, senior center and RSVP directors, plus volunteers who helped in various aspects of program administration.

Advisory Boards

More than half of the participating sites had an advisory board, either already established or formed for literacy. Membership generally included representatives of libraries and senior service agencies, retired teachers, clergy, community residents, school board members, literacy affiliates and local businesses. Many board members also cosponsored the project and provided materials, administrative support, public relations and referrals.

Funding

Thirteen of the 27 participating sites reported that they had received some funding for LEEP from one or more sources: two received funds from the Federal government; six from the state government; one site acquired county discretionary funds and four sites received private funds. Four sites provided Retired Senior Volunteer Program (RSVP) reimbursements for tutors and in a few sites Senior Community Service Employment Program (SCSEP) workers were tutors or students. Federal funds were used for RSVP/VISTA positions and for establishing new literacy sites with participation of area agencies on aging. State support provided funding for a computer literacy project in Juneau, Alaska; an Illinois Library System grant was made for the development of a model to serve homebound older adults; the school board paid for a coordinator in Carolltown-Hollygrove, Louisiana; and a Library Services and Construction Act (LSCA) Title I grant paid a coordinator and a VISTA worker in Nioga, New York. Private money included personal donations and grants for materials and training.

Lack of funding was a major barrier in getting started for several sites that, nevertheless, continued to actively seek money. When a Federal Right to Read grant expired prematurely at one site, it prepared and submitted grant applications to United Way, Green Thumb, RSVP and Gannett Corporation.

Public Relations

Most sites used the media for public relations and recruitment-radio and TV PSAs, news releases, pubic speaking, feature articles, slide show presentations, as well as contact with senior centers and referral agencies. RSVP, retired teacher networks and literacy affiliates were a good source of tutors. Several sites specifically pointed out that "word of mouth" and contacting the "movers and shakers" in the community were most effective. Referrals from agencies who had contact with or served older persons also helped. Innovative PR activities included listing tutor training in continuing education catalogues, producing LEEP pencils and designing a LEEP pin. Four sites also prepared and mailed newsletters dedicated to literacy and two sites were developing computer literacy programs.

Recruitment

Student recruitment should emphasize improved reading skills, and letting students know they are not alone in seeking assistance. Benefits of learning should emphasize the relevant: reading the Bible, the newspaper, medical forms and stories to grandchildren. One site gained publicity when elected officials came to the center to read with the students. The same center also staged a mock eye examination of students to see if they could read words and letters.

Sensitivity to the need for confidentiality and using a personal approach proved critical. In some instances, it was important to establish contacts in the community and cultivate social relationships with seniors before approaching them about the literacy project. Many sites also noted that "literacy" had negative connotations and chose to use different terms or titles, such as "Improve Your Reading and Writing Skills," "A Reading Forum," "Learning About Medicare and Social Security" and "Life Enrichment."

Training

Tutor training methods and training time varied considerably. For example, of the seven sites that used the Literacy Volunteers of America (LVA) method, which consists of an 18-hour workshop; one training period extended over five weeks, one site included an additional three-hour session on the use of computer instruction, one site met one evening a week for five weeks with a follow-up workshop six weeks later, and another met for three consecutive six-hour sessions.

Eight sites used the phonetic methods of Laubach Literacy Action (LLA). Again, schedules varied, but most did the tutor training over consecutive days or within the same week.

Crosstraining using LVA and Laubach was tried. Two sites used Adult Basic Education (ABE) materials, one tried its own format using family histories and one developed a Christian-based Literacy Series.

Tutor training generally took place in spring of 1985 with a few sessions held in early fall. Two sites reported training every month upon request and one had workshops quarterly. While length of workshops varied, training proved most effective when it was offered in the morning with older volunteers participating with their peers. Training was also more effective when slowed down to accomodate the elderly's various learning styles and learning was reinforced through a variety of activities.

Matching

Most tutors and students met at their mutual convenience, often the basis for matching them. A few sites tried to match personalities through tutor applications, interviews and preferences, but acknowledged that the need for people to meet and get acquainted was more important for a successful match. Immediate matching following training was important. Students and tutors met in homes, agency offices, libraries, senior centers and churches. For the Homebound Model in Carbondale, Illinois, tutoring was conducted in two elderly housing settings and a long-term care facility. Several persons stressed the need for privacy while tutoring. The majority met two to three hours a week.

Assessment of Reading Level

Most sites assessed reading levels by using the test associated with their affiliated literacy group (LVA's READ test; Laubach skills level testing; ABE screening). Several sites used only informal assessment based on goals, interests, filling out forms, decoding words and doing various exercises. As a result of testing, one project coordinator noted the possibility of a potential student's learning disability and a few coordinators mentioned that they had discovered eyesight problems in potential students.

In-Service Training

Tutor in-service training was most often provided by a literacy affiliate, an education specialist or the project coordinator. Follow-up and support for tutors included weekly or monthly phone calls, newsletters, monthly meetings, recognition banquets and social events. Support for students was more informal and provided mostly by tutors. Tutoring was often kept confidential, but sites reported several instances of peer encouragement and more public recognition such as graduation ceremonies for individuals completing a workbook or moving from individual tutoring into group classes.

Increasing Awareness

Data collected indicate a significant increase in awareness of the problem of illiteracy among older adults at the local, state and national levels. At the local level, the development of a literacy education program for the elderly served as a vehicle to educate tutors, professionals, agency staff, community leaders and others to the special needs of this hidden population. Raised awareness at the local level came through student and tutor recruitment, advisory boards and public relations efforts.

At the state level, state offices on aging, state departments of education and state councils and affiliates of various literacy organizations received information on LEEP and became more familiar with both the need to serve this large population of illiterate older adults and the potential pool of volunteers available within the elderly population. Twenty state offices on aging received grants from the U.S. Department of Health and Human Services' Administration on Aging (AoA) to conduct older adult literacy programs. These funds were for one year only. In many instances, LEEP staff cooperated at the national and state level in developing and implementing the AoA state programs.

At the national level, older adults have gained considerable recognition and notice as students and tutors as a result of LEEP. NCOA worked cooperatively with the Literacy Volunteers of America (LVA), Laubach Literacy Action (LLA) and the U.S. Department of Education and many other literacy groups to implement Project LEEP.

The project produced three publications:

-- Organizing a Literacy Program for Older Adults: A comprehensive guide for stimulating and assisting the growth of a literacy education program for older adults as students and tutors. An overview of literacy education for older adults, discussion of special management issues, program descriptions, results of the 27 demonstration sites nationwide, summary recommendations for program design and a resource list are included.

-- Tutoring Older Adults in Literacy Programs: A booklet designed to sensitize volunteer literacy tutors to the special needs and interests of illiterate older learners and give useful tips for creating successful and self-rewarding learning experiences.

-- Update on Healthy Aging: Reading Material on Health Topics for the New Reader and Tutor: Low-vocabulary, high-interest reading materials on health issues to enhance the learning of the new older reader.

Summary and Conclusions-The LEEP Demonstration Project

This program model had benefits for all the parties involved. For older adults with literacy problems, a program like this offered a supportive environment designed to meet the needs of their age group. The location was one that was familiar and comfortable because they attend other programs or services at these locations. There is less stigma attached to attending a literacy class at a senior group program. There, other older people attend different classes at the same time, and no one would question why older adults would want to learn to read or write "at their age." The tutors in the program were also older adults, and have similar frames of reference. The materials used in the tutoring were more appropriate than those found in other literacy programs.

The tutors and the peer supports were exposed to the benefits that any good volunteer experience offers. Volunteering contributed to one's self-esteem, and to an older adult's feelings of self-worth. Volunteering provided a challenge and a new experience, and rewarded the older adult with a sense of satisfaction that comes from helping to meet the needs of others. It also gave older adults a chance to share their knowledge and experience. These feelings were enhanced in the tutoring program, where it was clear very early on that a tutor can make a difference in someone's life and help them achieve an unrealized goal. Another benefit of this model for the tutors and peer supports was that some of the barriers to voluntarism, such as scheduling, transportation, or parking problems, are eased when the program is at a convenient location, where the tutoring is conducted along with other programs, and where the classes are scheduled during the more convenient daytime hours.

This program model also offered benefits to the literacy organization that co-sponsored it. The literacy organization was able to reach a new population which, in turn, enhanced its viability and reputation. More clients were served by the literacy organization, building its visibility. There were more trained

tutors to continue their work with older learners or perhaps branch out into tutoring other age groups. Older adults were also very reliable volunteers--an asset to any organization that depends on volunteer support. And, the literacy organization acquired tutoring materials that were tried and tested with older adults. This better equipped them to meet the needs of other older learners in their own programs.

For the senior group program, the literacy program added another service to their base of operations. It helped increase the organization's stability and enhanced its funding status. The literacy program also increased the number of members or participants, thereby building its reputation in the community.

APPENDIX A

PROJECT ADVISORY COMMITTEE

APPENDIX A:

LITERACY EDUCATION FOR THE ELDERLY PROJECT
(LEEP)

Sponsored by
The National Council on the Aging, Inc.

ADVISORY COMMITTEE

Honorary Chairperson

Mrs. Barbara Bush
Office of the Vice President
Washington, D.C. 20501

Linda J. Church
Director of Field Services
Laubach Literacy Action
1320 Jamesville Avenue
Box 131, Syracuse, NY 13210
(315) 422-9121
(315) 673-1776 (H)

Barbara Conliffe, MSW
SCSP Director
Five Towns Community Center, Inc.
270 Lawrence Avenue
Lawrence, NY 11559
(516) 239-6244

Richard Cortright, Ed.D.
Professional Associate
National Education Association
1201 16th Street, N.W.
Washington, DC 20036
(202) 822-7364
(301) 229-7472 (H)

Lucile S. Costello
Executive Director
Cincinnati Area Senior Services, Inc.
Holiday Park Tower, Suite 502
644 Linn Street
Cincinnati, OH 45203
(513) 721-4330

John (Jay) Donahue
Monitor, LEEP
Fund for the Improvement of
Postsecondary Education (FIPSE)
7th and D Streets, S.W., Mail Stop 3331
Washington, D.C. 20202
(202) 245-8100

Chairperson

Ann Johnson, Executive Director
Coordinating Council for Senior Citizens
807 South Duke Street
Durham, NC 27701
(919) 688-8547, 8247

Susan Green
Secretary's Initiative on Adult Literacy
Department of Education
400 Maryland Avenue, S.W., Rm. No.4145
Washington, D.C. 20202
(202) 472-9020

Nancy Gorsche, Assistant Director
National Association of Area Agencies
on Aging
600 Maryland Avenue, SW - West Wing 208
Washington, DC 20024
(202) 484-7520

Jean E. Hammink
National Literacy Specialist
Community Relations and Public Affairs
B. Dalton Bookseller
One Corporate Center
7505 Metro Boulevard
Minneapolis, MN 55435
(612) 893-7202

Joan E. Harris
Executive Director
South Carolina Literacy Association
815 Elmwood Avenue - P.O. Box 2014
Columbia, SC 29202
(803) 256-0550

Roger Hiemstra, Ph.D.
Professor & Chair
Adult Education Program
Area of Administrative and Adult Studies
School of Education
350 Huntington Hall
Syracuse, NY 13210
(315) 423-3421, 4763, 2754

Martha V. Johns
Deputy Executive Director
Jamaica Service Program
for Older Adults, Inc.
89-31 - 161st Street
Jamaica, NY 11432
(212) 657-6500

Kaye Kory, Consultant
Humanities for Seniors
6505 Waterway Drive
Falls Church, VA 22044
(703) 354-3591

Dennis LaBuda
Acting Head
Institute of Lifetime Learning
AARP (American Assoc. of Retired Persons)
1909 K Street, N.W.
Washington, DC 20049
(202) 872-4700

Carmela Lacayo
National Executive Director
Asociacion Nacional Pro Personas Mayores
National Executive Offices
2727 West 6th Street - Suite 270
Los Angeles, CA 90057
(213) 487-1922

Theresa Lambert
Professional Development Specialist
National Association of State
Units on Aging
600 Maryland Avenue, SW.- West Wing 208
Washington, DC 20024
(202) 484-7182

Renee S. Lerche, Ed.D.
Project Director
The NETWORK, Inc.
290 South Main Street
Andover, MA 01810
(617) 470-1080

Mary Jane Lyman
Executive Director
Commission on Aging and Retirement
Education
1114 Cathedral Street
Baltimore, MD 21201
(301) 396-4933

Leonard P. Oliver, Ph.D.
Consultant
Oliver Associates
3429 - 34th Place, N.W.
Washington, DC 20016
(202) 362-1522. 2765

Margaret Price
Associate Director of Field Services
Literacy Volunteers of America, Inc.
Widewaters One
5795 Widewaters Parkway
Syracuse, N.Y. 13214
(315) 445-8000

Pat Taylor
Executive Director
North Shore Senior Center
620 Lincoln Avenue
Winnetka, IL 60093
(312) 446-8750

Diane Vines
California State University
400 Golden Shore
Long Beach, CA 90802-4275
(213) 590-5731: ATSS 635-5731

Christina Carr Young
Research Associate
National Commission on Libraries
and Information Science
GSA Building, Suite 3122
7th and D Streets, S.W.
Washington, D.C. 20024
(202) 382-0840

APPENDIX B

LEEP DEMONSTRATION SITES

APPENDIX B:
3/12/86

LEEP DEMONSTRATION SITES

State	Site
ALASKA	South East Regional Resource Center 218 Front Street Juneau, Alaska 99801 (907) 586-6806 Contact: Christian Knoller, Literacy Coordinator
ARIZONA	City of Phoenix/Human Resources/Aging Services 320 W. Washington Phoenix, Arizona 85003 (602) 262-7379 Contact: Helen M. Drake, Services Administrator
ARKANSAS	East Arkansas Area Agency on Aging, Inc. P.O. Box 5035 311 South Main Jonesboro, Arkansas 72403-5035 (501) 972-5980 Contact: Anne H. Wasson, M.A., L.S.W. Program Administrator
CALIFORNIA	Fremont Union Adult Education (ATLAS Program)* 1054 Carson Drive Sunnyvale, California 94086 (408) 735-1212 Contact: Laura Keller, Coordinator of ATLAS Program Mendocino County Library * Adult Literacy Program 105 North Main Ukiah, California 95482 (707) 463-4155 Contact: Roberta M. Valdez, Director (*Copy to Lynda T. Smith, Ed.D. Adult Education Program Services California State Dept. of Education 721 Capitol Mall, Sacramento, CA 95814 (916) 323-2568
DISTRICT OF COLUMBIA	The National Council on the Aging, Inc. 600 Maryland Avenue, S.W. West Wing 100 Washington, D.C. 20024 (202) 479-1200 Contact: Catherine Ventura-Merkel

FLORIDA

Metro-Dade Communuty Action Agency
395 N.W. First Street
Miami, Florida 33128
(305) 347-4648
Contact: Dorothy Wallens, Volunteer Coordinator

ILLINOIS

Chicago Public Library
425 N. Michigan Avenue
Chicago, Illinois 60611
(312) 269-2855
Contact: Alex Boyd, Asst. Commissioner for Planning and Development

Quality of Life Services, Inc.
353 South Lewis Lane
Carbondale, Illinois 62901
(618) 529-2262
Contact: Dr. Jean Dorsett-Robinson, Exec. Director

KANSAS

Continuing Education, Wichita Public Schools
324 N. Emporia
Wichita, Kansas 67202
(316) 265-8666
Contact: Vikki Stewart, Program Coordinator

KENTUCKY

Kentucky Dept. for Libraries and Archives
Green River Regional Library/
Green River Adult Literacy Project
450 Griffith Avenue
Owensboro, Kentucky 42301
(502) 686-3316
Contact: Caroline B. Field, S.C.N., Literacy Coordinator

LOUISIANA

Carrollton Hollygrove Senior Citizen Center
3300 Hamilton Street
P.O. Box 13158
New Orleans,Louisiana 70118-70185
(504) 486-3151
Contact: Emelda Washington, Director

Evangeline Council on Aging, Inc.
P.O. Box 312
Ville Platte, Louisiana 70586
(318) 363-5161
Contact: Mary Reavill, Executive Director

MASSACHUSETTS

Holyoke Chicopee Regional Senior Services Corporation
198-210 High Street
Holyoke, Massachusetts 01040
(413) 538-9020
Contact: Janice Brids, Assistant Director

MISSISSIPPI

City of Jackson Aging Services
326 South Street
P.O. Box 17
Jackson, Mississippi 39205
(601) 960-1643
Contact: John W. Waid, Ph.D., Director

MISSOURI
(11/14/85)

Southside Senior Citizens Center
3017 Park Avenue
St. Louis, Missouri 63104
(317) 664-5024
Contact: Ollie Mae Stewart, Executive Director

NEW JERSEY

Trenton Public Library
120 Academy Street
Trenton, New Jersey 08698
(609) 392-7188 : Harold Thompson, Director

Contact: Laura J. Breslin, Literacy Project Coordinator
Department of Adult/Aging and Community Educ.
108 North Clinton Avenue
Trenton, New Jersey 08609
(609) 393-3077: 989-2537

NEW YORK

Nioga Library System
6575 Wheeler Road
Lockport, New York 14094
(716) 434-6167
Contact: Chester Klimek, Development Officer

Literacy Volunteers of the Central Southern Tier
Corning Libraries Building
Civic Plaza
Corning, New York 14830
(607) 936-3713
Contact: Kim Spencer, Director

OHIO

Clifton Senior Center
900 Rue de Paix
Cincinnati, Ohio 45220
(513) 861-6934
Contact: Grace Worth, Program Coordinator

PENNSYLVANIA

Senior Activity Centers, Inc.
550 Main Street
Johnstown, Pennsylvania 15905
(814) 535-8634
Contact: Lee Kring, Program Director

Mayor's Commission on Literacy in Philadelphia
702 City Hall Annex
Philadelphia, Pennsylvania 19107
(215) 686-8652 - 3
Contact: Dr. Lucille W. Richards,
Field Coordinator

Christian Literacy Associates/
Allegheny County Literacy Council, Inc.
43 Ann Arbor Avenue
Pittsburgh, Pennsylvania 15229
(412) 364-3777
Contact: Dr. William E. Kofmehl, Exec. Director
or Rev. Burt May (412) 295-3936

VIRGINIA

Eastern Shore Community Development Group, Inc.
P.O. Box 8, 54 Market Street
Onancock, Virginia 23410
(804) 787-3532
Contact: Fay G. Lohr, Executive Director
Literacy Program Coordinator: Maxine McKinney

WASHINGTON

Senior Center
215 So. Lincoln
Port Angeles, Washington 98362
(206) 457-1041 (Ext.170)
Contact: Jean Hordyk, Director

Columbia Club of Seattle
424 Columbia Street
Seattle, Washington 98104
(206) 622-6460
Contact: Carl R. Johnson, Executive Director

WEST VIRGINIA

Senior Community Service Program (Title V-SCSP)
P.O. Box 247
Parkersburg, West Virginia 26101
(304) 422-0522 or 485-3801
Contact: Mary Jane Brookover, Title V Project Director
Literacy Program Coordinator: Glade Little

5/7/86	TEXAS	Vocational Guidance Service (VGS, Inc.) 2525 San Jacinto Houston,Texas· 77002 Contact: W. Gaye Brown, Director Vocational Guidance Division (713) 659-1800	SCSP-Title
6/10/86	CALIFORNIA	Council on Aging of Santa Clara County, Inc. 2131 The Alameda San Jose, California 95126 (408) 296-8290 Contact: Stephen M. Schmoll, Exec. Director	SCSP-Title I

APPENDIX C

LEEP PUBLICATIONS

APPENDIX D

Perspective Article -- May/June 1985

"Are we disenfranchising nine million elderly citizens?" -- by Bella Jacobs

Excerpt From Perspective on Aging May/June 1985

Appendix D

Are we disenfranchising nine million elderly citizens?

by Bella Jacobs

ARE WE DISENFRANCHISING our elderly citizens? When nine million adults who are 55 or more years of age cannot fill out a form, write a simple letter or read a notice, they are "functionally illiterate"—unable to communicate, understand essential information or make informed choices. Isolated and dependent on others for survival, they are unable to participate fully as citizens in our society and are forced to live in the closed-off world of illiteracy.

The problem of illiteracy is widespread. According to the U.S. Department of Education, 27 million adults—one in every five adult Americans—are functionally illiterate, but efforts to combat the nation's illiteracy problem have not included the large number of functionally illiterate older adults.

Many programs are designed with the assumption that resources available for literacy should be targeted toward high school certification or employment, which means meeting the needs of younger adults rather than those equally pressing of older persons. Even the National Adult Literacy Conference held January 1984 in Washington, D.C., did not address the issue of illiteracy among older citizens.

Further, most community literacy programs do not effectively reach out to older illiterates. Programs are usually delivered at places they seldom frequent (schools, learning centers, etc.) and often operate in neighborhoods where elderly people fear to venture alone, especially at night.

Older adults who do enroll in community literacy programs are largely self-selected and not representative of the "functionally illiterate" older population. Lack of participation is confirmed by statistics from the Clearinghouse on Adult Education of the U.S. Department of Education. It reports that of 2.3 million illiterate adults 65 or more years of age, only six-and-a-half percent (or 149,500) participate in adult basic education (ABE) programs offered nationwide. The likelihood of participation by older adults in such programs on community levels declines markedly with age, with the younger person more likely to return to an adult education program.

Nor do service programs at the community level meet older persons' literacy needs. The Literacy Volunteers of America, a volunteer organization dedicated to training literacy tutors for all age groups, reported that of the 11,317 students taught in 1983 by LVA affiliate members, approximately 480 were 60 years of age, or only 4.3 percent. Other literacy service providers report similar findings. Only four to six percent of their client population exceeds 60 years of age.

An NCOA study to gather base-line data on community-based educational programs for older adults as part of a project funded by the Fund for the Improvement of Post Secondary Education (FIPSE) to define educational goals for the same group reveals that the problem of non-participation is not generally addressed in senior centers. Of the 51 community-based sites surveyed, less than a third (32 percent) offered literacy programs. Though 20 of the sites reported that one to nine percent of their regular program participants are functionally illiterate, only seven sites offered ABE programs. Thirteen stated that they refer participants to other ABE programs, but 10 others reported that participants usually dropped out because of transportation problems and related difficulties inherent in participating in classes planned for younger age groups.

Numbers alone are not enough to tell the story of what it is like to live without reading skills. All parts of life are affected by the inability to read. Simple questions such as "What is the color of your eyes?" or "How long have you lived at your present address?" are beyond the literacy level of 16 percent of those who lack a ninth grade education.

An older person's inability to read can cause confusion in taking proper medication, loss of public and private benefits when notices are received in the mail and lack of participation in health maintenance and program activities offered through a senior program because bulletin board announcements cannot be read. A nutrition program director in New York City realized that certain members of his center were illiterate after puzzling over their behavior. A group would stand next to the bulletin board and engage people in conversation. One woman would appear at the center early, wander into the kitchen and disturb the staff. Inability to read accounted for the center members' subterfuge: they were trying to get others to read the menu and plan their diets.

For the service provider overwhelmed with a multitude of tasks, literacy problems create an added burden. One social worker in a Cincinnati, Ohio, senior center with a large population of functional illiterates complained: "Not only do I have to explain, answer questions and figure out benefits, but I've got to fill out every form for people who cannot read."

Illiteracy also has detrimental effects on the elderly person's self-esteem and self-concept. The least educated and most in need often feel inferior, dependent and embarrassed. Unable to take control of their own lives, they are controlled by the others they depend on for help.

'There are many examples of beneficial changes that can occur when persons are able to read.'

There are many examples of beneficial changes that can occur when persons are able to read. A few stand out:

Mr. C. lives in a public housing high-rise for the elderly in Durham, North Carolina. His brother died and left him his automobile. Mr. C. had enrolled in a literacy class and formed a special relationship with one of the volunteers involved. Mr. C's motivation had related to his desire to be able to read the notices sent by various agencies and notices supplied by aging network professionals posted on bulletin boards at the center. Acquisition of the car led to his wish to obtain a driver's license. Mr. C. got his license. His appearance improved, reflecting his feelings of "being somebody."

J.A. attends a senior center in Delaware. He dropped out of school at an early age when the Great Depression began. During the war, he joined the Merchant Marines but left with a physical disability. He was not able to hold a regular job due to poor health and lack of skills. He had no pension and did not qualify for Social Security. Last fall, he came to the senior center director with a newspaper article about Delaware's proposed Medicaid changes. He said a friend had told him to read the article because its contents seriously affected him. He admitted he could not read it. He said if what he had been told about the article was true, then he would move to Nevada, where he had a friend and could get better Medicaid benefits. After the article was read to him, he was relieved that the situation was not as bad as had been explained earlier. He no longer felt a need to move to Nevada.

Mrs. P., 68, lives in Georgia. She is active in her church choir and local senior center. She also cares for her blind husband whose health has been declining over the past few years. Mrs. P. began working with a literacy volunteer on a regular basis. Soon she could read the Bible to her husband—her dream come true.

Mrs. M., 67, attends a senior center in Philadelphia. She earned some money by sewing but was dependent on a daughter to read instructions when patterns were used. When the daughter moved away, Mrs. M. tried to produce garments as in the past. But customers complained, and her income dropped drastically. She was too embarrassed to ask for help until a senior center worker identified the basic problem. Mrs. M. is now back at what she enjoys doing with satisfied customers.

NCOA received a grant from FIPSE to develop strategies to reach illiterate older individuals and to help them acquire the basic skills needed for functioning adequately. Project LEEP (Literacy Education for the Elderly Program) is designed to bring literacy education to sites older adults attend in large numbers for other activities and services. Resources of community-based organizations serving the elderly and the volunteer literacy networks are linked to increase opportunities for literacy education within the older adult population. Methods and techniques appropriate for teaching older adults are utilized, older volunteers are recruited and trained to serve as literacy tutors and peer supports for other older adults who lack basic reading skills.

Twenty-five sites nationwide have been selected as demonstration sites to develop the appropriate materials. Each site will organize a literacy program to serve older adults, recruiting and training older adults as literacy tutors. Literacy Volunteers of America, Inc. (LVA) and Laubach Literacy Action (LLA), two private, nonprofit corporations headquartered in Syracuse, New York, have agreed to work with NCOA to match and bring together their local counterparts with senior group programs to carry out literacy programs for older people across the country. Each of these organizations is well established and has local affiliates or councils and many years' experience in developing community-based literacy programs to serve the needs of adult non-readers.

The following demonstration sites will be mobilizing local community resources to meet the literacy needs of older adults:

Alaska—South East Regional Resource Center, Juneau; **Arizona**—City of Phoenix/Human Resources/Aging Services. **Arkansas**—East Arkansas Area Agency on Aging, Inc. Jonesboro. **California**—Adult Education Program Services, California State Department of Education, Sacramento. **District of Columbia**—Claridge Towers Senior Center, Washington, D.C.; **Florida**—Dade County Community Action Agency, Goulds. **Illinois**—Chicago Public Library; Quality of Life Services, Inc., Carbondale. **Kansas**—Continuing Education, Wichita Public Schools. **Kentucky**—Kentucky Department for Libraries and Archives Green River Regional Library/Green River Adult Literacy Project, Owensboro. **Louisiana**—Carrollton Hollygrove Senior Citizen Center, New Orleans; Evangeline Council on Aging, Inc., Ville Platte. **Massachusetts**—Holyoke Chicopee Regional Senior Services Corporation. **Mississippi**—City of Jackson Aging Services.

New Jersey—Trenton Public Library; **New York**—Niaga Library System, Lockport; Literacy Volunteers of the Central Southern Tier, Corning. **Ohio**—Cincinnati Area Senior Services, Inc.; **Pennsylvania**—Senior Activity Centers, Inc., Johnstown, Mayor's Commission on Services to the Aging, Philadelphia, Christian Literacy Associates/Allegheny County Literacy Council, Inc., Pittsburgh. **Virginia**—Eastern Shore Community Development Group, Inc., Onancock. **Washington**—Senior Center, Port Angeles, Columbia Club of Seattle. **West Virginia**—Senior Community Service Program Parkersburg.

The demonstration sites will serve as laboratories for NCOA to develop technical assistance tools and program models for national replication. During the two-year demonstration phase that began in September, NCOA will prepare guidelines on how to initiate a community-based literacy program for older adults and train older people to work with functionally illiterate older adults. By building joint partnerships—linking community resources and using older adults as volunteers—Project LEEP will serve as a vehicle to address the largely overlooked problem of the functionally illiterate older adult.

APPENDIX E

CASE STUDIES

Appendix E:

CASE STUDIES

PROGRAM DESCRIPTIONS

The Literacy Education for the Elderly Project (LEEP) purposely involved a mix of sponsors, including senior centers, libraries, public schools, area agencies on aging and community action agencies. They represent public and private agencies, urban and rural locations, large and small programs. Each demonstration site collaborates with community resources to carry out LEEP objectives and sought its own funding to support a project coordinator and cover project costs. These requirements strengthened the project's ability to continue LEEP beyond the term of the Fund for the Improvement of Postsecondary Education (FIPSE) grant to NCBA.

Five different communities that sponsored a LEEP project are described below. The strengths of the projects were that they were supported by the community and met a long neglected need. Some weaknesses were an inability to raise funds for program development and implementation, insufficient salary for project coordinator and the lack of specialized recruitment tools and techniques.

PHILADELPHIA, PENNSYLVANIA

In this large metropolitan area, 39.7 percent of its residents -- approximately 450,000 people--cannot read above fourth grade level. To combat the problem, the Mayor established a Commission on Literacy in 1983 to coordinate literacy efforts citywide. The Commission's purpose is to provide support and technical assistance to existing programs, assist newly created projects, develop a network of those providing services throughout the city and a network of volunteer tutors to work one-on-one with those who want to learn.

The overall response to the illiteracy problem in Philadelphia has been growing steadily. The Commission has established more than 200 sites throughout the city, including a prison project, and provides seed money for each program's supplies. A directory identifying 48 agencies that provide literacy training for adults has been published. LEEP is still in its initial phase but shows evidence of continuing and expanding as part of the Mayor's citywide literacy effort.

TRENTON, NEW JERSEY

Trenton, New Jersey is an urban community of 90,000 persons, with a population of 18 percent Hispanic and 40 percent black and high rates of unemployment. Seventeen percent of the population is over age 65 and the illiteracy rate among older adults is almost 50 percent.

Several major literacy programs in New Jersey target the adult functional illiterate. However, participation of persons over 65 is extremely low, and no special effort has been made towards their recruitment, nor is there any special instruction provided in training of volunteers to teach the elderly people.

LEEP was made possible through a grant from the New Jersey State Department of Education, Division of Adult Education. It is administered by the Adult Education Department of the Trenton Board of Education. Tutors received 12 hours of training by Literacy Volunteers of New Jersey, and were placed in city-wide sites convenient for student and tutor; that is, housing for the elderly, senior centers, adult day care centers and public schools. Student recruitment was done through talks at meetings, newspaper articles and items in a local publication for senior citizens. A part-time outreach worker helped the project coordinator recruit students.

Since the Trenton project's inception in September 1985, 48 tutors have been trained. Eighty-two referrals of potential students have been secured. One-on-one contacts have produced 62 students who have met at least once with a tutor. Currently, 30 student-teacher matches are scheduled weekly. The grant pays for a part-time coordinator and tutorial materials.

Fifteen LEEP students participated in the Rutgers University Graduate School of Education Center for Adult Development's Volunteer Illiteracy Program Survey. Their responses were compiled separately to permit comparison with information obtained from the general student population. Most LEEP respondents did not know about any other place where they could get help in learning to read better. Lack of information about available classes was the most frequent reason for not participating in any program in the past. Only four respondents had attended classes previously. Their reasons for leaving included termination of the program, not enough attention from the teacher or a dislike of teenagers in the class.

The Commission's aim is to evaluate a person's reading level, then place that person either in an existing program or set up a volunteer tutoring program within his or her own neighborhood. LEEP has been integrated into this overall program to meet the special literacy needs of the elderly.

LEEP is implemented through the Mayor's Commission on Literacy under the supervision of a field coordinator. Its main program site is the Emmanuel United Methodist Church located at 17th and York Streets.

Thirty-five seniors joined LEEP in the first three months of its operation. Their reasons for joining were to read the Bible better, take care of personal business or improve basic skills. Some seniors at this site were not even able to sign their name. In addition to a weekly group meeting, each student was paired with a teacher; together they meet as a team throughout the week to work on individual literacy problems.

Seniors were trained as literacy volunteer tutors and instructed by the field coordinator in the Laubach training method adapted for use with older adults. Each tutor received training and materials from the Philadelphia Free Library at no cost.

The program assigned one tutor to one student. Each student is given a preliminary examination to indicate at what level the tutor should start. One hour every Thursday is scheduled for group reading. Anyone can join.

The Executive Director, who takes a personal interest in the progress of the students, emphasizes a peer counseling approach. A dedicated volunteer assistant and former school teacher works closely with the project coordinator. The center has a library shelf with reading materials for tutors to use.

The caring environment is important to the success of the program by making it easier for people to come forward and admit their need. Confidentiality is another key factor. A student's reading level is a matter shared only with his or her tutor. One program tutor said the reason she volunteered was because "you can learn from each other...they can learn from me and I can learn from them."

Many of the students had not attended school beyond third grade due to economic conditions which forced them to work and help out on the farm if they lived in rural communities. The students are highly motivated and open about their learning experience. However, competition with other center programming was a problem in the recruitment process. The coordinator recommended that one day each week be set aside as a back-to-school day to eliminate this problem.

Several differences from the general sample emerged in the responses of the elderly students. Almost all had learned about LEEP through a group presentation. Their decisions to enter the program, unlike the general sample, were not job-related. They wanted to learn to read better: the Bible was the most frequently mentioned, followed by newspapers, mail and books.

The Adult Education Department of Rutgers University provided substantial in-kind services to carry out the program. Student interns gave 10 hours a week and provided transportation for tutors where needed. An Advisory Committee representing many segments of the community met every two months to guide the LEEP operation.

The project took 48 to 56 hours a week of staff time. A part-time coordinator was not sufficient. Transportation was also identified as a major barrier.

Tutors expressed considerable satisfaction. When a tutor-student match was not suitable or the student not motivated, the tutor was placed with a more appropriate student. In one case this happened twice before a suitable match was made. Tutors stated: "Education has no age; it is a continuing thing"...."There is no such thing as you can't learn...student and tutor have to work together."

PARKERSBURG, WEST VIRGINIA

The LEEP sponsor in Parkersburg is the Senior Community Service Employment Program (SCSEP), a training and placement program for low-income older workers. It operates under the umbrella of the Mid-Ohio Valley Regional Council which serves an eight-county rural area of 2,668 square miles, and Parkersburg is the largest urban area in the region.

The eight-county region has approximately 40,000 residents who are 55 and over, many of whom live in poverty and are functionally illiterate adults. This region also has a high unemployment rate. Formerly a mining and farming community, today it is supported by small manufacturing companies of glass, chemicals and plastics. As plants become automated, workers are laid off because they are not literate enough to adapt to job changes.

The LEEP project coordinator is an SCSEP worker and devotes one day a week to implementing the literacy program for older adults. As a former newspaperman, he understands the value of publicity in raising community awareness. He contacted two state universities, the West Virginia Department of Education, the State Congressional Representatives and Literacy Volunteers of West Virginia (LVWV) to start the LEEP program.

A contact person was identified in each of the eight counties to serve in an advisory capacity. The eight people included a community college representative, a retired school teacher, directors of county

literacy programs and directors of senior centers. To avoid confusion with other local programs having acronyms similar to LEEP, the program changed its name to the "Over-55 Literacy Project."

An intensive public relations campaign introduced the program. News releases were sent to the papers, and articles written; talks were given at meetings of senior citizens groups. A VISTA volunteer assigned to the project designed visual aids to publicize the project. Meetings in these counties resulted in participants forming an active literacy program.

American Express' Project "Hometown America," awarded $15,000 to LEEP, chosen from among 4,000 applications submitted from 46 states and the Virgin Islands. The grant required matching funds which were supplied by American Cyanamid.

Employment for the elderly has been the principle focus of SCSEP's efforts. The agency believes some older adults who couldn't previously may be employable after the training, while some who are employed now may want to improve their reading ability in order to get better jobs. Besides being able to understand employment ads and fill out job applications, seniors' reasons for wanting to read include the ability to administer one's medicine safely without help from a relative or friend, read and pay bills, manage with menus and restaurant checks, write letters to family members, read to grandchildren and read the Bible.

Literacy Volunteers of West Virginia provided materials and collaborated on a project poster that has been distributed throughout the eight-county region. LVWV, like the Senior Community Service Employment Program, is based in Parkersburg and has assigned one of its staff members to work with an SCSEP representative on trips to promote the project. Cooperation with the literacy groups has resulted in their heightened interest in including elderly among their pupils.

HANCOCK, VIRGINIA

The Eastern Shore Community Development Group (ESCDG) serves a two-county area that makes up the Eastern Shore of Virginia. The Shore is a peninsula located on the southern tip of the Delmarva Peninsula between the Chesapeake Bay and the Atlantic Ocean. There are no major cities in either county whose population totals around 48,500.

The ESCDG's service area is comprised of the Accomack-Northampton Planning District, the poorest district in Virginia. Fishing and agriculture, both seasonal and labor-intensive are the major industries. During the summer there is little unemployment; in the winter it soars. Nearly half the residents live at or below the poverty level. One-third of the population is over the age of 55.

Adult illiteracy rates in Northampton are slightly more than 30 percent; in Accomack County, 26 percent. The seniors have had limited or no formal education. They remember when there were no high schools for blacks on the Shore and only boarding academies for whites. Furthermore, many in their age group grew up before the days of compulsory education; consequently, poor families who needed their children to work generally placed a low premium on education.

A project coordinator was recruited by the area agency on aging for LEEP. Working closely with a staff person at Project READ-a volunteer literacy project combining Laubach and LVA methods - and participating in a training session offered in Cambridge, Maryland, the project coordinator began to organize the program. An article placed in the local newspaper generated community response. A visit to a Retired Teachers Association meeting enlisted others. A special training session for older tutors was planned and eight older adults were certified as tutors. To assist with the program development, a part-time worker was enlisted to conduct Daily Living Skills seminars and individual tutoring for senior center participants.

Through these seminars, which were designed to correlate with health seminars given by a nurse, older people who are readers gain vital information related to their health and self-care. Through the seminars, non-reading older adults were identified and referred to one-on-one tutoring. For the non-reading seniors, the seminars provided skills in word recognition, which can prove life-saving.

A variety of teaching methods and materials were used. The seminar leader's 35 years experience as a school teacher proved invaluable. To recruit students, Center directors approached the seniors who lacked basic literacy skills and explained the tutoring program to them. Letters were also sent to social service agencies in the community.

Referrals came from senior center directors, social workers and one health clinic. Six months after the project started, 14 students had been recruited. The sponsoring agency underwrote the project out of its general budget by providing staff support. A total of $750 was donated by Delmarva Power in June 1986 for materials and other support; a much larger list of in-kind donations kept the program alive.

Funding was the biggest roadblock to program development. In an area so small it was difficult for the same agency ask the public for contributions to more than one program. The agency sponsoring LEEP was trying to save a desperately needed home health program and fundraising efforts were focused on it.

The community supports the program wholeheartedly. A Literacy Council, to focus on the needs of illiterates of all ages, is being established to give a more unified approach to the literacy needs of the community. Students are widely scattered geographically, so tutors travel great distances. Community awareness, however, is increasing and with time more of the elderly will hear that the program is available. The tutors range in age from 55 to 81. The students' age range is 55 to 83.

The problem of illiteracy among older adults and the benefits of LEEP were eloquently expressed by the project coordinator:

"I have learned, for instance, that many of our seniors are hungry because they do not know how to apply for food stamps and other services that might be available to them. I know that many of them suffer ill health because they cannot read the labels on their medicine bottles. I know that some elderly persons never eat out because they do not know how to read a menu. I know that more people that I care to imagine live in isolation because they do not know how to use the telephone.

"But I will never know the daily pain that our non-reading elderly endure, living in a world that assumes a certain level of literacy for all persons. I do not know what it is like for them to shop for groceries with the meager funds available to them without knowing whether they have enough money.

"I cannot know what it means not to have a bank acccount, not to be able to vote in the greatest democracy in the world, not to be able to sign a child's report card, or sign a release form allowing doctor to perform life-saving surgery.

"One of our students told me about a time when she had surgery and was in the hospital for several days. 'I got dozens of beautiful cards and flowers,' she explained with tears in her eyes, 'and I had no idea who sent them.' I do not, I confess, know anything about that kind of suffering.

"But I know first-hand the gratitude of our students when they begin to unlock the chains of illiteracy that have bound them for so long. I see the pride in their faces when they first recognize the name of the town where they live. I see the gleam in their eyes when they hold their first book--and know what it contains. I feel their gratitude when one of our students, who lives in a shack without running water, insists that her tutor take a dollar from her as a token of her appreciation.

"Project LEEP is not the kind of job I was looking for last fall. And some nights when it wakes me up, I want to give it back. But I am driven to continue, not by what I have taught anyone, but by what my students have taught me."

APPENDIX F

FOLLOW-UP SURVEY

Appendix F

FOLLOW-UP SURVEY

JUNEAU ADULT EDUCATION/SOUTHEAST REGIONAL RESOURCE CENTER
JUNEAU, ALASKA

GOALS	Not specified.
COMMUNITY SERVED	SERRC provides ABE, LVA, ESL in Juneau and 20 villages in Southeast Alaska. Isolated, rural communities include Alaska panhandle -- some reached only by float plane or boat and with less than 700 people. Three of the five communities have senior programs and 20 of the 30 satellite programs operate generic literacy programs. Forty-five percent white, one percent black, three percent Spanish, forty-nine percent American Indian, Vietnamese, Korean, Filipino. Seventy-five percent middle income. Fifty percent are functionally illiterate.
ADVISORY BOARD	Advisory Board of ABE supervises LEEP.
STAFF	Program coordinator (paid by grant relating to seniors and computer literacy); videotape developer/promoter; primary LVA trainer.
COSPONSORING AGENCIES	Five senior sites in 3 communities; Recruitment/referral from Senior Companion--Foster Grandparent Program, Catholic Family Services, Salvation Army, Tlinket-Haida Central Council, Community Schools, Juneau Job Service, Filipino Community site.
FUNDING SOURCES	Department of Education $15,000 grant for tapes, PSAs. One-time $71,000 grant for computer literacy from AoA State Office on Aging grant to Older Alaskan Commission (State library funds).
METHODS/ IMPLEMENTATION	LVA coordinator and volunteer conducted training May 1985 and included LEEP curriculum. Held at Mt. View Senior Center and 10 students completed. Have had total of 7 LVA workshops with 20-25 seniors trained to tutor. Ask for 3 month commitment and tutoring for 2-3 hours/week. Meet at mutual convenience, at home or in agency office. Immediate match from application--preference and mutual convenience--student expects call from tutor and have first meeting at office so that they can see it is a well established program. If match is not working out, match again before drop out (some students placed 2 years if good). Use READ test and test from Texas ABM. Have in-service training, monthly phone calls to request materials and techniques and tutors visit center. Give out LVA pins and certificates at annual banquet.
RECRUITMENT/ INFORMATION DISSEMINATION	Media approach, poster, direct mailing of literacy letters to encourage on-going tutors, direct phoning, contact with church groups and all senior residences, hotline w/PLUS, presentation at the Adult Educator Network of Juneau. Students referred by ABE, Juneau Job Service, Office on Aging, native organizations, Juneau Senior Programs. Have started Older Alaskans Computer Literacy Campaign. Creating professionally produced videos, including how people feel about being tutors and students. Send literacy letter on months not having training to tutors, legislators and literacy advocates.
STATUS OF PROJECT	Have had a dramatic increases in involvement. 250 older adults participate in literacy program.
AWARENESS	Nationally and locally, awareness of problem is increasing.

EAST ARKANSAS AREA AGENCY ON AGING
LITTLE ROCK, ARKANSAS

GOALS

Strong state priority to reduce adult illiteracy throughout the state, and to increase the elderly's enjoyment of life and their pride. LEEP goals mirrored agency goals. Persons in area have to learn how to participate in a non-agriculture economy.

COMMUNITY SERVED

Private non-profit agency concentrated LEEP on Lee County, where unemployment is 21 percent. Rural agricultural area characterized by "Delta mentality" -- poor blacks with family history of slavery, still feel subservient. Emphasis in past on working and raising families and not on academics. Twenty-five percent white, seventy-five percent black and one hundred percent low-income. Ninety percent served by agency are functionally illiterate.

ADVISORY BOARD

Contacted a number of people, but never had their first meeting; waiting a couple of months for program to get underway.

STAFF

Literacy coordinator (30 percent time on LEEP and overall Literacy Project), Lee County Senior Center site director and VISTA volunteer hired to do PR.

COSPONSORING AGENCIES

Marianna Senior Center Director, RSVP, ABE Programs, Arkansas Educational Television Network, Public Library (AAA offers administrative support).

FUNDING SOURCES

$45,000 AoA grant to establish 10-15 new councils in counties not being served with AAA participation. Title III funds to pay AAA Program Administrator. Agency discretionary funds bought 40 Laubach books; $5000 Action grant to increase RSVP participation. Two SCSEP workers are students and one SCSEP worker volunteer tutors.

METHODS/ IMPLEMENTATION

Had 2 certified Laubach teachers available who did training in early May for 2 days. Trained 3 tutors with about 10 over age 55. Twenty-eight students were matched based on applications and mutual convenience. Training included sensory losses experienced by the normal aging process. Students and tutors meet 1 or 2 times/week for 2 hours in private rooms at the senior center. Use WRAT test for assessment. Laubach materials, Bible, Update on Healthy Aging. Tutoring kept confidential, have graduation ceremony when complete 2nd book. Testimony and encouragement from peers. Volunteer recognition and on-going support by coordinator or senior center site director, but tutors not directly supervised. Never use term "literacy" but call it "Improved Reading and Writing Skills".

RECRUITMENT/ INFORMATION DISSEMINATION

Wives of "movers and shakers" recruited tutors of all age ranges--people listened to them. Recontacted trained tutors, spoke to women's groups, churches and personal contact. PSAs, news releases, flyers, RSVP, posters, contacting senior centers. State had 15 minute TV PSA on Arkansas illiteracy problem with phone number to call. Good PR opportunity for LEEP at Little Rock Literacy Conference April 1987. Did a lot of PR work first and had students ready to match with tutors (who called students once they completed their training). Strongly believed that it is important to match immediately, otherwise you lose volunteers. Publicity continues through monthly newsletters. Senior Center director highly respected and uses individual approach: "you might enjoy..." or "you need to..." in recruiting students at the center. Participating in PLUS. Have AoA grant to professionally produce tapes of Laubach.

STATUS OF PROJECT

Getting off to good start. There were not enough older people who volunteered to be tutors, so had a variety of tutors. Likes concept of peer tutors, although can't be held back by lack of volunteers.

AWARENESS

Believes project increased awareness by having the public listen more. Publicity stressed the cost in human productivity in not knowing how to read or write.

ACADEMY FOR TEACHING LITERACY FOR ADULT STUDENTS
SUNNYVALE, CALIFORNIA

GOALS	Not specified.
COMMUNITY SERVED	Public adult education multipurpose center within high school serves Santa Clara school district with suburban communities of Cupertino and Sunnyvale. Older population mostly female widows who did not pursue education. Large numbers of elderly in certain pockets of area. Many ethnic elderly are fluent speakers, but cannot read or write. Cannery closed and many can't survive on pensions, but illiteracy stops them from finding work. 10% white, 25% Spanish, 20% Pacific Islander, 15% European, 30% Oriental. 95% in literacy program functionally illiterate.
ADVISORY BOARD	Includes representatives from public library, Sunnyvale Community Services, Asian Law Alliance, Golden Gate Language School, Catholic Social Services, private sector--Xidec Corp., Nedasonics.
STAFF	Paid program director (had been a private consultant, worked with ESL, GED and citizenship)--LEEP part of job; lead resource person/instructor--10 hours/week (had been volunter and elementary school reading specialist background); 3 part-time instructors. 55 volunteer tutors/20 are over age 55. Important to have key trained facilitator.
COSPONSORING AGENCIES	RSVP volunteers, state library literacy programs, Sunnyvale Community Services Center/Senior Center--referrals, "Golden Ager" Clubs.
FUNDING SOURCES	3-year Federal Right to Read grant ended after 2 years. Use general funds; $100,000 1979 budget now cut by one-third; have in-kind resources (i.e., library space).
METHODS/ IMPLEMENTATION	Nine-hour training in Aug-Sept 1985, Jan 1986 and April, over 3 week period. Combine training for all age groups (sometimes senior student doesn't want a senior volunteer). Have 20-25 senior tutors and 20 senior students. Training emphasizes need for patience, one-on-one tutoring, setting 6 month learning goals and accommodating to daytime schedules. Crosstrain using Laubach, LVA and FIST. Going to look at Laubach and issues for "literacy forum". Matched through screening over phone and personality preference. Tutors apply to be trained. Meet one-on-one or in small clusters 2-6 hours week at Adult Education Center, Sunnyvale or Cupertino Library or at Senior Center. Assessment tools don't work for everyone--use exercise, i.e., filling out, decoding; pursue possibilities of learning disability; don't start with testing or indicating a test will be given. Every 8 weeks, students leave early and tutors are given in-service training. Recognition buffet 2 times a year; regional nominations for volunteer award; tutor involvement in training. Volunteers generally isolated and appreciate socialization and attention.
RECRUITMENT/ INFORMATION DISSEMINATION	Important to establish contacts in the community and cultivate social relationships with seniors before bombarding them with the literacy project; give project time, be flexible and a good listener. PR through media, ads at senior centers, RSVP, flyers (don't use much), Volunteer Center. Page for litracy in catalogue 5 times a year (80,000 distributed). Word of mouth very good. "Carrot" is not offering classes, but "literacy forum".
STATUS OF PROJECT	Plan to continue and get more community agencies involved and do more PR. Have seen people move toward independence, i.e., able to drive car, read own bills.
AWARENESS	Public informed of illiteracy on TV, but area of older adult illiteracy has not been pinpointed as an area of tremendous need. However, program increased awareness and fit nicely into agency activities; if they do a good job, more likely to expand program and receive funding.

QUALITY OF LIFE SERVICES
CARBONDALE, ILLINOIS

GOALS	Homebound Model--to target the elderly secluded for medical, social and cultural reasons; guided by "wellness perspective" in improving quality of health and home life. Focus on ability of families and patients to read and comprehend information, such as diet and medical information, in order to receive maximum services.
COMMUNITY SERVED	A private, non-profit multipurpose agency with health, social and educational programs serving a large rural area with middle income population. 76% white, 20% black and 5% Hispanic. Illinois Library Association survey indicates high rates of illiteracy in both West Franklin and Benton counties. Older adults had early school dropout rates, during a time education was not the most important activity.
ADVISORY BOARD	Includes representatives from Southern Illinois University's School of Education, Shawnee Library System, AAA, Comprehensive Health Planning in Southern Illinois, Inc., Illinois Council of Home Health Agencies, Rendlay Community College, Meeting Informational Needs of Older Adults (MINOA), Shawnee Alliance of Seniors Case Coordinating Unit.
STAFF	Have a full-time coordinator and a part-time secretary.
COSPONSORING AGENCIES	Referral agencies; presentation at RSVP, but no volunteers, Shawnee Library System provides materials.
FUNDING SOURCES	Illinois Library System 6-month grant for $18,000; $18,000 more for a second 6-months; agency housed in John A. Logan Community College, which provides in-kind resources.
METHODS/ IMPLEMENTATION	Have tutor training every month or week by the agency using their own module/format developed by Project Coordinator, including use of family history. In June, matched 3 tutors with students who meet 2-6 hours a week and conduct tutoring in 2 elderly housing settings and a long term care facility. Use Solssom test and SORT test (coordinator developed) to assess reading level. In-service training provided depending upon need in coordination with the Literacy Council of Southern, Illinois. Reviewing existing materials for relevance and large print. Have tutor appreciation luncheon and certificates. Use LEEP title and keep participation confidential.
RECRUITMENT/ INFORMATION DISSEMINATION	Use all agencies involved with elderly persons for referral--food stamp distributors, Public Aid, Health Department and adult day care programs. Public kept informed with brochures, bookmarks; Secretary of State presented grant money.
STATUS OF PROJECT	Started in February, will evaluate in August before doing program statewide. "Need to convince federal government and public of the purpose of LEEP--not work productivity, but getting people back into the system and productive in their own homes."
AWARENESS	Community is more aware of illiteracy problem.

CARROLLTON-HOLLYGROVE SENIOR CITIZEN CENTER
NEW ORLEANS, LOUISIANA

GOALS	To help a number of persons at center learn to read and write.
COMMUNITY SERVED	Voluntary, non-profit multipurpose senior center serves urban area with population 70% black, 20% white and minorities of Hispanic, Pacific Islanders. 60% low-income and 30% functionally illiterate. Low literacy rate result of early dropouts from school.
ADVISORY BOARD	Fifteen members, including retired teachers, community residents, school principal, minister.
STAFF	Coordinator--retired school teacher.
COSPONSORING AGENCIES	RSVP--2 volunteers, retired teachers, school board, councilman.
FUNDING SOURCES	School board pays coordinator; applied to United Way and other Private Foundations.
METHODS/ IMPLEMENTATION	Coordinator (also on schoolboard) trains tutors with no formal method, but uses elementary school materials, newspapers, grocery lists and students graduate to books (Apollo reader, also has a video). Assesses reading level on basis of where they're functioning, i.e., not signing out. Adapts instruction by slowing down. Mathes based on personalities and mutual convenience. Tutors meet 3 times a week for one or more hours at 2 private places: 4 at the center and 6 are tutored at home for convenience. Can graduate into a group of 15 advanced students (based on decision of the coordinator)--considered a challenge and reward for efforts. Have graduation in June with diplomas and awards for attendance. Psychologist at DePaul Hospital conducts in-service every 3-4 months on teaching methods and listening skills. Coordinator meets with teacher quarterly. Students have initiated reading with one another. Tutors develop mutual support, have bridge tournaments on days when not tutoring; can participate in center activities without paying a fee and have a picnic. Keep fiscal records and report all expenses.
RECRUITMENT/ INFORMATION DISSEMINATION	To recruit tutors--talking to retired teachers, who talked to retired friends. Have 15 tutors. 36 students personally contacted through private conference--know people at center well, referred by school system. Coordinator also did eyesight check, really a check to see if they can read story screen. Congress people come into the center to read with the students. "Functional illiterates are clever and camouflage inability to read--you have to be clever in targeting them."
STATUS OF PROJECT	Committed to program as a top priority and hope to continue with future funding. While some are just learning to write their names, one 72 year old has gotten a GED and is taking college courses. Others able to read shopping lists, food labels and newspaper without depending on TV. Will continue and hope other agencies will become involved.
AWARENESS	No comment.

EVANGELINE COUNCIL ON THE AGING, INC.
VILLE PLATTE, LOUISIANA

GOALS	To meet the educational needs of the elderly in the parish (county) and to remedy the great illiteracy problem.
COMMUNITY SERVED	Voluntary non-profit senior center within Section 202 Housing Complex is part of AAA serving population 85% white--mostly Cajun, and 15% black. 86% are low-income and 75% considered functionally illiterate. Worked in fields during Depression era, no industry in area and many didn't go to school.
ADVISORY BOARD	Not specified.
STAFF	Coordinator and senior center staff supervise tutors.
COSPONSORING AGENCIES	School board provides materials and trainer, Universities of New Orleans and Tulane assist with film development; Operation AACE of Evangeline Parish.
FUNDING SOURCES	State Office on Aging received $18,000 AoA grant and program funded through State of Louisiana Department of Adult Education.
METHODS/ IMPLEMENTATION	Workshop Apr-May, 1985 for 4 days, 2-1/2 hour sessions; workshop also in June 1986. Trainer is member of Evangeline schoolboard using ABE materials. First training--2 tutors completed and 1 matched with 2 students. Believes 3 or 4 total trained. Indoor activites escalate in winter and affected by summer dropout. Started at center and now meet in home. Assess reading level using Laubach. Periodic in-service by trainer. Luncheon and certificates to tutors and on-going reports to trainer. Found confidentiality of students important. Keep hours for volunteers and students (in-kind for Senior Center) and no fiscal records (no money is disbursed). Focus on what older persons need to know--consumer issues, newspaper, forms, etc.; most not reading at 1st or 2nd grade level.
RECRUITMENT/ INFORMATION DISSEMINATION	To recruit tutors--initial approach to retired teachers, brochure and Senior Center newsletter. 2 students recruited within housing complex (Section 202 Congregate Housing Complex--Village de Memoire where the Senior Center is located). Also looked at local nutrition site. Developing tape to train tutors and a promotional film to get seniors involved, to be run on educational TV (Ron Beveau, Office of Elderly Affairs, Baton Rouge 504-925-1700). Film shows participants at every stage in the process and how it feels; tutors and students interviewed. Film available to buy, rent or lend. Important to use positive, private approach and try to make fun and tell them to at least try it "how would you feel if you could read your utility bills..."
STATUS OF PROJECT	Just getting started this year with strong state involvement. Outcomes have concluded the discovery that one student had impaired vision.
AWARENESS	Statewide awareness increased. Coordinator is on the Statewide Library Association Advisory Council. The Association is active in recruiting volunteers, developing programs and adapting to the local level.

HOLYOKE-CHICOPEE REGIONAL SENIOR SERVICES CORPORATION
HOLYOKE, MASSACHUSETTS

GOALS	To establish further linkages to benefit older persons frequently unaware of the availability of services in their community or lacking the know-how in obtaining these services and enhance independent living.
COMMUNITY SERVED	Private non-profit agency part of AAA Home CAre Program serves 2 counties (Hamden and Hampshire) and 7 towns with urban/suburban/rural areas. 25% considered functionally illiterate. High illiteracy, particularly in City of Holyoke (elderly population 23%; Hispanic elders 3%). Due to economics of their time and if attended school at all, only through the lower grades. Many immigrated to mill towns and didn't need to be literate to work and depended on large families.
ADVISORY BOARD	Formed and had a meeting including United Way of Holyoke, South Hadley Public Library, Holyoke Council on Aging, Holyoke School Dept., Diocese of Springfield--Refugee Resettlement Project, South Hadley Council on Aging, Westerfield State College, Holyoke Jewish Seniors.
STAFF	Coordinator does matching and tutoring.
COSPONSORING AGENCIES	Day care center provides space; LVA and advisory board agencies.
FUNDING SOURCES	$800 from B. Dalton for training, materials. Working with local library project coordinator. Do not see much cost in maintaining program.
METHODS/ IMPLEMENTATION	LVA training conducted over 4 weeks in 3 hour sessions. 5th week meeting was wrapup. 9 completed training and are tutoring students. Meet individually at day care center or at agency in separate room once a week for 2 hours. Use LVA READ test to assess reading ability. Tutors use material students are interested in--Bible, insurance forms, newspapers, simple storybooks, LVA materials. Tutors supported through phone contacts and one meeting in beginning. Don't like using term "illiteracy".
RECRUITMENT/ INFORMATION DISSEMINATION	Many tutors are retired teachers. PR thorugh pamphlets, speeches to organizations (AARP, Council on Aging). Radio and TV PSAs. Student referrals through community, advisory board, day care center.
STATUS OF PROJECT	Negative response to TV PSAs-community indignant that are was portrayed as having illiterates; reluctance in acknowledging the problem. Linked with adult day care center and has a different project than what they envisioned in the beginning. Just getting started and plan to continue as long as have volunteer tutors and students.
AWARENESS	No comment.

LITERACY VOLUNTEERS OF THE CENTER SOUTHERN TIER, INC.
CORNING, NEW YORK

GOALS	To recruit additional older adults as tutors to assist in providing individualized tutoring for adults of all ages who read at a minimal level.
COMMUNITY SERVED	Voluntary, non-profit agency housed in public libraries serves tri-county area (Steuben, Schuyler and Chemung) with 3 cities (Elmira, Corning and Hornell). Area is rural, agricultural and 50% low-income. 64% white, 22% black, 8% Hispanic and 7% Asian. 90% functionally illiterate.
ADVISORY BOARD	Already existing through LVA and Senior Citizens Center with representatives from Corning Senior CEnter, business and education.
STAFF	Program coordinator for overall management and VISTA worker in Chemong County does full time recruiting, training and matching.
COSPONSORING AGENCIES	Corning Senior Citizens Center; RSVP--3 counties; Office on Aging, ABE, Churches, Senior Community Services Employment Program, housed in their office, Bethany and Dayspring elderly housing complexes.
FUNDING SOURCES	No funding went directly to LEEP, but received LSCA and Division Youth grants. Libraries provided in-kind services.
METHODS/ IMPLEMENTATION	LVA training 2-3 times a year at 5 sites; train maximum of 15 adults. BEst to do in late Sept-Oct or early spring before Easter. 18-hr. workshop includes 3-hour session on using the computer in the instructional process. Seniors greatest resource as tutors--half signed up for April workshops were older persons. Most "older" students are between 45-55, of 140 students, no more than 5 are over 55. Match by preferences (experience shows peer tutoring hasn't worked--most older persons do not want to work with a peer; have an effective tutoring program matching seniors with kids having academic/discipline problems). Meet minimum of 2 hours week. Use READ test for assessment. Tutors contacted every 4-6 weeks to see how they're doing and 4 in-services a year offered at each site (i.e., on computer instruction). Students sent congratulation notes, but try to keep tutoring confidential.
RECRUITMENT/ INFORMATION DISSEMINATION	Tutor and student recruitment same time--3 TV PSAs of interviews with LVA Director and prospective tutors (radio not as effective), bulletin articles at churches and Office on Aging, newspaper articles, flyers, pamphlets, speeches, "grapevine". Want to extend to elderly housing complexes. Workshop included in educational class schedule at Senior Center.
STATUS OF PROJECT	Despite PR efforts, few senior citizens contacted organization requesting literacy training. Students referred by hospital proved difficult to work with. Progress is exceedingly slow and health problems complicate schedule. Most older tutors are matched with 30-40 year olds. Will continue to support.
AWARENESS	Feels awareness has increased and never thought of the large number of older adult illiterates before becoming involved in LEEP.

NIOGA LIBRARY SYSTEM
LOCKPORT, NY

GOALS	To link LEEP with JPTA (Job Training Partnership Act). A needs assessment indicated a need for literacy training for older workers; View literacy a realistic path to employability.
COMMUNITY SERVED	Public library system serves 3 counties--Niagra, Orleans and Genesee with cities of Niagra Falls, North Talawanda, Lockport and Batavia which are surrounded by rural agricultural areas. Most older persons of European background, with large minority of blacks from South as migrant workers. 50% have higher income.
ADVISORY BOARD	Include representatives from Nioga Library System and LVA affiliates in 2 counties.
STAFF	Paid coordinator (20 hours/wk); VISTA worker--retired woman trained in LVA and placed in Nioga county to focus on underserved groups (spends 4 days/wk LVA affiliate offices and 5th day in rural areas, recruiting and establishing sites/tutoring; 75 year old LVA volunteer (for 22 years)--spokesperson for senior citizens (contacted Retired Teachers and RSVP).
COSPONSORING AGENCIES	Senior Centers; local LVA affiliates; RSVP
FUNDING SOURCES	Coordinator paid by LSCA (Library Service and Construction Act, Title I) funds through Sept. VISTA worker paid by NY State. Niagra Falls affiliate-RSVP grant; in-kind from library to LVA. FY '85 LSCA funds purchased large print books, bifocal kits. Title I LSCA funds paid $200 to 5 affiliates. Have $2500 United Way funding. Applied to Gannett, Catholic Charities, Green Thumb, RSVP.
METHODS/ IMPLEMENTATION	Had 2-18-hr. LVA training workshops in October 1985, and May 1986. Trained 10 seniors. Met 1 evening/week for 5 weeks and followup workshop 6 weekslater. Feel LVA adaptable to older persons and include orientation to psychology of aging, building confidence and motivation. Don't try to match by age--dependent on what student wants and mutual convenience (i.e., young man tutors older man on "survival reading"--applying for SS and filling out tax forms). Don't use READ test or ABE screening--too complex, below level 4 referred to LVA and supposed to retest in 6 months (but mostly guesswork using information from tutor). 50 students; levels 0-2, individual tutoring; level 3, small group; level 4, larger ABE group. Tutoring 1 to 1-1/2 hours, 2 times a week at designated areas in libraries, private homes, churches. Have 2 LVA in-services a year (i.e., use of computer). Called Adult Literacy Project; don't like the term "illiteracy"; use term "New Adult Readers" section in Library--implies will keep on reading (beter than "Hi-Lo" Readers). Have 29 active tutors in 2 counties and didn't know numbers elsewhere--many more trained as tutors than are active. Each affiliate has bolunteer recognition and activities for volunteers (Christmas party, sleigh ride contests, offer transportation for the winter). Have no organized student support--offer their crafts for sale at LVA workshop.
RECRUITMENT/ INFORMATION DISSEMINATION	PR through press releases, listing in continuing education catalogue, recruiting retired teachers ("love to read, want to pass on skill and enjoy recognition"), show LVA slide of interest story "What If You Couldn't Read" at club meetings and give audience a chance to ask questions. Several tutors go to Florida and understood they won't be tutoring in the winter. To recruit students used posters, radio and TV PSAs (unfortunately giver 2 AM time slot), agency referrals, public information booths, personal discussions--"give human interest angle". Involved in PLUS; attending Western NY Adult Literacy Coordinator Meetings and NY LVA Conference. Good cooperation between libraries and literacy affiliates in applying for funds together. Use microcomputer in Orleans Co. for new adult readers, seniors using same software as for children.
STATUS OF PROJECT	Have declared the literacy project priority for 1987. "New York's 'graying' population is eroding the tax base...those who are able to fend for themselves will survive more adequately...self sufficiency through literacy is an essential first step in this survival."
AWARENESS	Haven't done a lot regarding community awareness.

CLIFTON SENIOR CENTER
CINCINNATI, OHIO

GOALS	To help older people be independent and develop self worth; felt LEEP would aid inner city centers--"activity is a meaningful road to community involvement".
COMMUNITY SERVED	Voluntary, non-profit multiservice center serves 3 neighborhoods in urban area characterized by a large percentage of poor elederly within a population ranging from economically well-off to deprived. The area includes a university and there are many "hidden" elderly. Population is 60% white (German and Appalachia.) and 40% black, with a few Hispanic and American Indian. 85% low-income and 35% functionally illiterate.
ADVISORY BOARD	Advisory council meets once a month: includes Laubach trainer, Community Action Commission, Title V-Cin. AAA, Indpend. consultant on literacy, Dir. of Cin. Senior Services, Exec. Director of Urban Appalachian Council, Voluntary Action Center, Director of Clermont Literacy Council--Laubach, Director of Personnel of Sisters of Notre Dame (ret. teacher); could not get people from senior centers.
STAFF	Coordinator leaving. Advertising for volunteer coordinator/administrator who would seek funding and follow through with program.
COSPONSORING AGENCIES	Members of Advisory board.
FUNDING SOURCES	None to date.
METHODS/ IMPLEMENTATION	Use Laubach books at 4th and 6th grade level for National Issues Forum and discussions at the center among literate older adults. Designed LEEP logo.
RECRUITMENT/ INFORMATION DISSEMINATION	Have potential tutors and have targeted potential sites (other senior center groups). Waiting to get coordinator. Have not agressively sought students--know potential students at the center and through the Appalachian Council. Have recruited two directors of low-income centers to participate. Want to get newspaper to do story on literacy and publicize need for older volunteers at time of recruitment.
STATUS OF PROJECT	Still planning LEEP; don't know who to reach or where. Trying to decide where to base literacy program (possible another senior center). Problems: 1) did not have Laubach commitment--couldn't conduct daytime workshop for less than 20 older persons, due to lack of trainers, Laubach representative wants to be cooperative; 2) Center anticipated giving more support than they were able to--lack of time, funding, a place. Thinks Laubach format too sophisticated for the population and LVA more adaptable. Frustrated, but not ready to give up and feels program is just getting off the ground.
AWARENESS	No comment.

CHRISTIAN LITERACY ASSOCIATES/ALLEGHENY CO. LITERACY COUNCIL, INC.
PITTSBURGH, PENNSYLVANIA

GOALS	to help the aging network understand that their program is an inexpensive way to help people who need literacy training.
COMMUNITY SERVED	Adult literacy program housed in Lutheran church; serves urban area as model program for inter/national CLA; population is a mix of European backgrounds and relocated black population from Deep South (25%); students are low income and mostly black; tutors range from low-income to well-off; program not aimed at elderly, but many volunteers are elderly persons.
ADVISORY BOARD	Board of Directors includes business, educators, clergy, housewifes and senior citizens.
STAFF	Director; Administrative Asst. 3 days/wk; staff person outside of county 2 days/wk; Reverend and wife--trainers that travel outside the county; 45 volunteers operating computers and working on newsletter.
COSPONSORING AGENCIES	Contact with 14 agencies including RSVP, Salvation Army, Allegheny Co. AAA, Urban League--Seniors in Community Service, South Hills Interfaith Ministry. Had hope for more cooperation from senior centers/agencies. Reluctance result of: 1) intertia and involvement with current projects, 2) protecting clients and saying they don't need help; 3) public agencies don't want to get involved with Christian organization.
FUNDING SOURCES	As a Christian interdenominational organization, receive church donations and are considered a mission unit of Pittsburgh Presbyterian. No direct mail solicitation; rarely lose supporters--Lutheran Brotherhood gives money based on matching funds. For Allegheny Co. program costs were about $30,000. Most of the money goes to textbook production but printer does it for low cost. Receive no public money.
METHODS/ IMPLEMENTATION	Train tutors in 4 hour workshop 1 to 2 times a month as requested. Use book "The Christian Literacy Series: The Light is Coming" (67 pp. teach alphabet/common words which will be revised to include Christian content; 144 lessons on spelling patterns with left drill page and a right page with one secular story that includes words in the lesson/a second review sotry with a Christian orientation). Stories and illustrations reflect a variety of ethnic, sex and age groups. Have about 150 senior citizen tutors a year and about 50 students over age 55. No formal peer matching, but usually works out that way. No testing instrument used, but informally seeks to find the best place in the materials to start. Meet a church-based literacy centers, usually in the evenings. Tutoring is individual and for 2 one hour periods per week. Have 2 mini-workshops a year by reading specialist (also available by phone). Have a tutor reunion in the fall. Publishing 100 pp. "Tutors M&Ms: Managing, Methods, Materials".
RECRUITMENT/ INFORMATION DISSEMINATION	"No time to beat on doors", but sends letters and invited to speak to women's groups and churches (3/4 are at least age 60 or over), radio/TV PSAs seem less effective than responding to an audience. For students, emphasize not trying to teach reading, but improving reading skills--proress dependent on motivation, a dedicated tutor and a logically designed literacy program. Helps to indicate to students that they are not alone and there is no shame in looking for help when it's available--notivation results from information; most are going to be able to learn. Many motivated to learn how to read the Bible. A 4-hour videotape for $35 offers a complete workshop. A newsletter includes tutoring ideas.
STATUS OF PROJECT	LEEP program is one of many priorities; will work with whatever group needs help, including senior centers, but has not happened yet.
AWARENESS	No comment.

PORT ANGELES SENIOR CENTER
PORT ANGELES, WASHINGTON

GOALS	To provide and extend literacy services to older persons and at little cost to start.
COMMUNITY SERVED	Public center serving rural area with small ethnic populations of American Indian and Pacific Islanders. Estimates 10% functionally illiterate. Logging and fish industries did not require workers to read to do work.
ADVISORY BOARD	Includes representatives from RSVP, Library, Laubach, a tutor, former president of local Laubach Association and Callan Co. auditor.
STAFF	Coordinator, but gives little time to the project; "super" trainer in 70s and on advisory board.
COSPONSORING AGENCIES	RSVP--tutor recruitment; Laubach--training and materials; Library Outreach--materials and referral; AAA--referral and assistance.
FUNDING SOURCES	County discretionary funds of $400 for Laubach expenses; in-kind resources support project activities.
METHODS/ IMPLEMENTATION	Laubach training of 9 people in September over 3 days. Matching and reading level assessment is informal. Meeting time and place varies (one at student's home; other at tutor's home). Have regular volunteer appreciation.
RECRUITMENT/ INFORMATION DISSEMINATION	Tutor recruitment through newspaper, Laubach, RSVP, radio, word of mouth. Student recruitment informal--2 students through Laubach program. Interested public and agencies updated through informal memo at the beginning of the year. Had pencil with LEEP, name, address and phone number of agency made and distributed to library and Laubach.
STATUS OF PROJECT	Support continues as moderate priority through continuation of seeking funds and providing mutual support in getting people to admit need. "Project works differently in every community."
AWARENESS	Awareness of illiteracy among older persons has not increased; problem seen more with young people.

CONTINUING EDUCATION WICHITA PUBLIC SCHOOLS
WICHITA, KANSAS

GOALS	To assist in volunteer tutor implementation efforts and participate in state-wide ABE funded volunteer literacy project--Kansas Volunteer Tutor and Utilization and Training of Resources.
COMMUNITY SERVED	Public agency housed in church and elementary schools serves the the urban Wichita area in Sedrick county and is an LVA affiliated agency. Outlying areas are blue collar, agricultural. Older persons are retired farmers with limited education. 77% white, 11% black, 3% Spanish, 1% American Indian, 8% Asian; 25% functionally illiterate.
ADVISORY BOARD	Met with the Senior Center director to identify key people and met them to discuss the program (one 85 year old went through the training).
STAFF	Used current staff, but they did not have time. Would have helped to have had a part-time coordinator to develop the human contact aspect and interact one on one with participants.
COSPONSORING AGENCIES	The Wichita Literacy Program is now a LVA-Wichita Program with possible senior participants.
FUNDING SOURCES	Received $2500 for the Literacy Program in Wichita from B. Dalton books. Priorities for the money went: 1) ABE; 2) ESL and 3) Senior Citizens.
METHODS/ IMPLEMENTATION	One tutor training done and one person from the senior center was trained and is tutoring at her home, but not through an organized effort of the project. Used mostly LVA methods but also Laubach. Using term Life Enrichment. Integrated project into Wichita's KV-TUTOR program and Senior Services, Inc.--Project Three R's (reading, writing and arithmetic). ABE program for elderly rural residents institute by Ottawa, KS-- a "traveling tutor" meets residents in their home to tutor, using GED materials preparation. Broke down resistence by making a number of "friendly visits" first.
RECRUITMENT/ INFORMATION DISSEMINATION	Used PSAs, flyer, print media and talk show.
STATUS OF PROJECT	The LEEP program never "really blossomed". Did not have enough interest by the senior center participants who were potential tutors, or time and staff. The project was not a high priority and tutoring persons was not the biggest need of the center. Concentrated on downtown Senior Center, did not have time to develop the program anywhere else. The program was met with resistance downtown and there was a reluctance to participate in organized tutoring.
AWARENESS	Although there was resistance, see possibilities for the program in rural area and having the program expand over a period of 1 to 2 years.

COLUMBIA CLUB OF SEATTLE
SEATTLE, WASHINGTON

GOALS	"In every case, being literate is tantamount to belonging."
COMMUNITY SERVED	Serves an urban/suburban area with a large minority of Chinese and smaller minorities of Filipino, Black and American Indian. Estimated that 15% are functionally illiterate.
ADVISORY BOARD	Not specified.
STAFF	No staff for project. Feel a paid coordinator is necessary. Organization has a small staff and many RSVP volunteers.
COSPONSORING AGENCIES	Not specified.
FUNDING SOURCES	Have sought and received no funding for LEEP from Seattle area sources and have felt the effects of budget cuts on the main services of the organization.
METHODS/ IMPLEMENTATION	Not specified.
RECRUITMENT/ INFORMATION DISSEMINATION	Contacted agencies including the AAA and the Washington Literacy Council. Further promotional activities and formation of advisory committee after funding is received.
STATUS OF PROJECT	Nothing has been done with project as a result of lack of funding. Will support program when receive funding. Being kept on "backburner".
AWARENESS	No comment.

JOHNSTOWN SENIOR ACTIVITY CENTER, INC.
JOHNSTOWN, PENNSYLVANIA

GOALS	To use LEEP as an organized way of meeting the need for literacy education in their area.
COMMUNITY SERVED	Part of a system of private/non-profit multipurpose senior centers serving urban area characterized by older persons of Eastern European background formerly employed by milling and mining industries and early school dropout pattern.
ADVISORY BOARD	Includes representatives from Cambria Co. Library, RSVP, Cambria Co. AAA, Affirmative Action and AARP.
STAFF	Activities/Program Director and RSVP Director provide supervision.
COSPONSORING AGENCIES	Library--materials and referral; ABE--materials and training; RSVP--volunteer reimbursement (no Title V, but one is a volunteer tutor).
FUNDING SOURCES	No direct cash funding; in-kind resources support project activities.
METHODS/ IMPLEMENTATION	Trainer had materials but used no method of literacy affiliate. Included NCOA materials in training and used techniques such as letter writing. Trained 4 tutors: 2 tutors had 2 students in mind and they met once a week for one hour. Contacted trainer frequently, who was at center regularly with other programs. There have not been students for the past six months (since Dec.).
RECRUITMENT/ INFORMATION DISSEMINATION	Tutor recruitment through posters, radio/TV PSAs, letter to clubs, newsletter article sent to 4,000 persons, flyers at libraries, but mostly personal contact. Attempts to recruit students via PSAs, posters, library and senior club referrals and word of mouth. RSVP housed in Senior Center building and actively recruited 75% of tutors.
STATUS OF PROJECT	Program never really took off--"it was difficult to reach older people." Could target students, but couldn't get them interested. Do not plan to continue past August due to lack of interest.
AWARENESS	May not have increased, as people continue to deny it or not step forward. Response from the Affirmative Action class for persons over 55 indicates they also want to learn math skills. Awareness of literacy services increased and received many calls from non-elderly people who wanted to be tutored.

ADULT LITERACY PROJECT AT GREEN RIVER REGIONAL LIBRARY
OWENSBORO, KENTUCKY

GOALS	Not specified.
COMMUNITY SERVED	Focus on city of Owensboro in Davies County (agencies draws from 8 county areas) and area is half urban/half rural. 96% white and 4% black. State has one of nation's highest illiteracy rates.
ADVISORY BOARD	Sponsors from six agencies met May 1985 but couldn't see the value in tutoring older adults (program went well until time trying to get students)
STAFF	Coordinator at ALC tried to get a volunteer coordinator, but job too big for volunteer; RSVP director helped writing grant for state money (didn't get); no staff now.
COSPONSORING AGENCIES	Green River Literacy provided materials; contacts with Voluntary Action Center, Elizabeth Munday Senior Center, Owensboro Public Library, RSVP, churches, Laubach, ABE and Baptist literacy programs.
FUNDING SOURCES	Not much funding for LEEP; small donations from Baptist Senior Citizen Group and Sunday school classes, Altrusian Club for cards, stationary, books and stamps; Laubach grant to Adult Learning Center for $1,200. RSVP reimbursement for purchase of materials
METHODS/ IMPLEMENTATION	Coordinator had Laubach training September 1985 at Elizabeth Munday Senior Center, on 2 days for 5 hours with lunch (believes there should be 3-4 shorter sessions). 5 tutors trained, 2 students tutored. Supportive group but never met again. No diagnostic tests used. Felt best to disguise "illiteracy" term and focus on becoming aware of Medicare/SS forms, etc.
RECRUITMENT/ INFORMATION DISSEMINATION	Coordinator targeted non-readers; RSVP director felt better to be open to persons wanting to improve their reading level (felt Laubach "assumed they couldn't read anything and insulted their intelligence")--approach would have made a difference. Meet with senior citizens, but indifferent to problem of illiteracy, although interested in methods used in reading (i.e., visual, tactile); business cards, letters to agencies, including nursing home and SSA (weren't interested in referring people from their office); newspaper article, letterhead; Paper and radio PSAs (by VAC), speeches to agencies and home visits to poor, black non-readers; RSVP, VAC, Senior Center and Senior Housing for tutors. Provided hot meals/transportation/socialization. Considered financial incentive program, but could affect SS payments; also believe that persons shouldn't be paid to learn anyway.
STATUS OF PROJECT	LEEP no longer in operation.
AWARENESS	Had only one request to help a person over age 60; not first priority versus need for job skills where there is a waiting list. Doesn't think awareness has increased despite PR.

DADE COUNTY COMMUNITY ACTION CENTER
MIAMI, FLORIDA

GOALS	Not specified.
COMMUNITY SERVED	Public agency serves suburban area with client population 28% white, 39% black, and 33% Hispanic; 60% are low-income, 33% mid-income and 8% high income. 14% are functionally illiterate.
ADVISORY BOARD	Not specified.
STAFF	Not specified.
COSPONSORING AGENCIES	RSVP involved; library provides materials.
FUNDING SOURCES	Materials from library; no funding outside usual agency budget.
METHODS/ IMPLEMENTATION	Trained 20 people, but number of active tutors fluctuates. In May, had 3 active tutors (one SCSEP worker). Use trainer of Learn to Read Volunteers of Miami, Inc. (Laubach) who is interested in continuing program.
RECRUITMENT/ INFORMATION DISSEMINATION	Media, flyers, radio PSAs, senior centers, word of mouth. Has to be desire in students and need to be approached delicately--"they don't reach out and already have their survival skills."
STATUS OF PROJECT	Have an Adult Literacy Program where students are referred to the South Dade Skills Centers--saw LEEP as duplicating efforts of ALP. Had no followup of elderly as a target group although elderly persons participated.
AWARENESS	A lot of young people in Dade County to reach "before they reach that point", may be interested in future target audience (of older persons) in South Dade area and getting schools involved.

APPENDIX G

PUBLIC RELATIONS/PUBLICITY

3/17/87

Appendix G (1)

BAHONG LEE,
P.O. Box 602,
MALAYSIA,
10770 Penang.

27th February, 1987.

The Executive Director,
National Council on the Aging,
600 Maryland Ave., SW,
West Wing 100,
Washington D.C. 20024,
U.S.A.

For the kind attention of Miss Hazel Burgess.

Dear Sir,

The Literacy Education For the Elderly Project Programe And The Adult Education And Literacy Skills Programmes.

With reference to the above I enclosed herewith a photostat copy of the article published by the Malaysian Star newspaper for your reference.

I am very keen and will be very pleased to know more about the methods for the two programes mentioned above. Can you also please send to me pamphlets and booklets etc for these two programmes.

As a brief introduction I am 41 years old working as a Sales Representative in a British firm (Tootal Lebel Ltd.). I have a family, parents and in laws. Both my parents and in laws are uneducated. With your help and advices we hope they acquire confidence to start learning.

As a Sales Representative I wish to improve my career by taking up a course. At my present age and with a lapse of about 20 years since I took my High School Certificate education I find it very hard to begin studying. The trouble with me is that I now find I do not know the proper method to use for studying and learning. My present method of trying to remember every words I read . This is a very slow method of learning and some time very confusing.

Please help me.

Your help and advices will be help to improve our lives.

Best regards.

Yours sincerely,

~Art of Learning or Art of Studying

It's never too late

Clarence proves that age is no barrier to learning

He spent the next 57 years [illegible]

Mr Carter has lived in a [illegible] Columbia Community with [illegible] facility with [illegible] and his family [illegible]

But it was early last year when his life really changed. After three years of day visits to the socialisation programme at a church, Mr Carter decided he wanted to be "more like the other" senior citizens in the programme.

Director Karen Larkin noticed him "reading" a book upside down and asked if he would like some help. His response: "I want to learn to read and write."

Miss Larkin says she searched for a literacy programme appropriate for Mr Carter, with little success. "I then came across the LEEP," she says. The Literacy Education for the Elderly Project programme is a national non-profit membership organisation, sponsored by the American National Council on the Aging (NCOA), that serves as a resource for "developing consultation, publications, special programmes and training to meet older persons' needs."

NCOA contacted tutor Hazel Burgess, who began working with Mr Carter once a week. Mr Carter's progress, says Miss Burgess, has been slow but steady. "We started with 30-minute sessions and then I began stretching them out by five minutes at a time," says Miss Burgess.

"I continue to marvel over him. He seems to have survived (his decades at St Elizabeth's) so well." Working with Mr Carter, she declares, is rewarding and a matter of continuing "little victories."

The first, and perhaps most exciting, milestone in Mr Carter's effort at learning to read and write came when he wrote a letter to his older sister.

On learning that Mr Carter had done it himself, his sister was astonished and overjoyed.

While his case may be out of the ordinary, Mr Carter was not unique in his illiteracy, either nationally or locally.

The American Association for Retired Persons says that up to 23 million adult Americans are unable to read and comprehend a typical newspaper article, with another 35 million able to read with only partial comprehension.

NCOA figures indicate that of the more than 84,000 persons over age 65 in the Washington area, 5,283 have never gone to school, while an additional 5,822 have no more than a fourth-grade education.

Illiteracy is particularly serious, says NCOA, among today's elderly population. Many older persons cannot read or write well enough to fill out a form, write a simple letter or read a notice that may be critical for their own survival. Many cannot even sign their own names."

A Department of Education study done in 1985 indicates that the elderly comprise 38 per cent of the total illiterate population in the United States.

Dorothy Zuckerkandel, NCOA's director of communications, says there are a number of explanations why:

● SUPPORTING yourself and helping out in your family took priority over school if you were poor in the early part of the century;

● IN the agrarian economy of the rural past, planting and harvesting crops were more essential than sitting in a classroom; and

● ENGLISH was a strange, difficult language if you were an immigrant.

Literacy programmes specifically targeted at senior adults are few. And while many areas do have adult education and literacy skills programmes aimed at adults and young people, they may be offered at locations that are inconvenient to the elderly.

Also, illiterate senior adults may hesitate to participate in literacy programmes for fear of embarrassment or failure, or from the belief that they are too old, their health is too poor, or they are mentally incapable of learning.

But experts say anyone can benefit to some degree from literacy training. And while they are limited in number, more and more programmes are being developed with the elderly population in mind.

While senior citizens appear to be more willing to enter literacy programmes populated by other older adults, they also seem to respond favourably to actually being tutored by their peers. The older tutors, says NCOA, as well as peers in supporting roles, are vital in motivating the senior students, helping prevent their dropping out of literacy programmes and in counteracting discouragement at their possible low improvement rate.

NCOA notes that it takes between 35 and 50 hours of tutoring (over the course of a year) for a student to advance one grade-level in reading ability.

Do senior citizen literacy programmes work?

Hazel Burgess, Clarence Carter's tutor, says: "Some people ask me, 'Why waste time on an 80-year-old?' That's a cynical attitude. Everyone has worth."

As for Mr Carter himself, he now can tell time, keep track of his appointments, make simple change, read and write on a basic but practical level. He even writes get-well cards to home-bound and hospitalised peers in the church's socialisation programme.

"Mr Carter's rate of progress," says NCOA, "continues to negate his past history and poor prognosis. He is like a youngster discovering life for the first time. And no wonder — because he is."—LAT-WP

Illiteracy problem

Americans 55 and older make up 38 percent of the nation's functionally illiterate adults, according to the U.S. Department of Education.

"Large numbers of older adults cannot read or write well enough to fill out a form, read medication directions, or make informed choices," says Jack Ossofsky, president of the National Council on Aging.

With a grant from the Department of Education's Fund for the Improvement of Secondary Education, NCOA sponsored the two-year Literacy Education for the Elderly Project that ended last December. LEEP demonstration projects had been operating in 27 sites throughout the country.

As an outgrowth of LEEP, a 10-week course for teachers and volunteers to learn how to teach older, new readers has begun at NCOA headquarters in Washington, D.C.

NCOA has published three "how-to" guides to increase literacy among adults 55 and older. They're available from NCOA, 600 Maryland Avenue Southwest, Washington, D.C. 20024.

Organizing a Literacy Program for Older Adults explains ways to expand literacy education programs for older adults, both as students and as tutors.

Tutoring Older Adults in Literacy Programs is designed to sensitize volunteer literacy tutors on the special needs and interests of illiterate older learners.

Update on Healthy Aging: Reading Material on Health Topics for the New Reader and Tutor offers low-vocabulary, high-interest reading matter that includes chapters on nutrition, heart disease, accident prevention and dental hygiene.

(Palm Beach, Florida)
"Sun-Sentinel, Mon. 2/16/87

DAVID STEINBERG
Syndicated Columnist

Tax help available at counseling centers

Before you file your 1986 income tax return, phone your local Internal Revenue Service office and ask for free copies of these booklets:

- No. 524: *Tax Credit for the Elderly*
- No. 554: *Tax Information for Older Americans*
- No. 575: *Pensions and Annuities*

Also ask for the address and phone number of the Tax Counseling for the Elderly site nearest your home. Then make an appointment with a counselor who will help you prepare your returns without charge.

TCE volunteers are recruited by the American Association of Retired Persons and trained in cooperation with the IRS and state and local tax boards.

"Many counselors are retired persons with considerable experience in tax matters," says Robert Ecoff, one of AARP's tax-aid program coordinators.

Ecoff, retired from the IRS, has trained volunteers to deal with most tax problems that confront elders. "TCE is designed to help other persons understand the various income tax forms and to know about special benefits available to retirees," he says. "From past experience, I know that many older persons are not aware of benefits they're entitled to claim."

The Senate Select Committee on Aging reports that older Americans try to pay their taxes promptly and conscientiously — and usually pay more than they have to.

Ecoff asks persons who use TCE services to bring with them the tax form booklets they received in the mail, statements of Social Security benefits received, wage and pension forms, statements of interest and dividends earned from investments, losses, records of stock sales and records of medical expenses for 1986.

THE WASHINGTON POST

Style Plus

Seniors

Learning to Read In Their Own Right

By William E. Smart
Washington Post Staff Writer

Clarence Carter began learning to read and write a little less than a year ago, nothing remarkable in itself except that Carter is 82 years old.

Born in Washington in 1905, Carter lost his mother when he was about 5. He spent the next 57 years in special facilities—around 39 of those years at St. Elizabeths Hospital, where he was diagnosed as having brain damage and "very limited intelligence."

For the past 19 years, Carter has lived in a D.C. Community Residential Facility in Southeast with a minister and his family.

But it was early last year when his life really changed. After three years of day visits to the socialization program at the New York Avenue Presbyterian Church, Carter decided he wanted to be "more like the other" senior citizens in the program. Director Karen Larkin noticed him "reading" a book upside down and asked if he would like some help. His response: "I want to learn to read and write."

Larkin says she searched the metropolitan area for a literacy program appropriate for Carter, with little success. "I then came across the LEEP," she says. The Literacy Education for the Elderly Project program is a national nonprofit membership organization, sponsored by the National Council on the Aging [NCOA], that serves as a resource for "developing consultation, publications, special programs and training to meet older persons' needs."

NCOA contacted tutor Hazel Burgess, who began working with Carter once a week. Carter's progress, says Burgess, has been slow but steady. "We started with 30-minute sessions and then I began stretching them out by 5 minutes at a time," says Burgess.

"I continue to marvel over him. He seems to have survived [his decades at St. Elizabeths] so well." Working with Carter, she declares, is rewarding and a matter of continuing "little victories."

The first, and perhaps most exciting, milestone in Carter's effort at learning to read and write came when he wrote a letter to his older sister in San Diego. He had been corresponding with her for several years, but always had dictated his letters to a volunteer.

On receiving the first letter he had written (he hadn't told her he had written it), his sister wrote back, asking about the handwriting. On learning that Carter had done it himself, says New York Avenue Presbyterian therapist Sandy Stratton, his sister was "astonished and overjoyed."

"At first," notes Stratton, "he couldn't read at all. Now he can read simple books. Also, the other seniors now are treating Mr. Carter as one of them. They are protective of him and truly respect his desire and accomplishments."

While his case may be out of the ordinary, Carter was not unique in his illiteracy, either nationally or locally. The American Association for Retired Persons says that up to 23 million adult Americans are unable to read and comprehend a typical newspaper article, another 35 million able to [illegible] to school, while an additional 5,822 have no more than a fourth-grade education.

"Illiteracy is particularly serious," says NCOA, "among today's elderly population. Many older persons cannot read or write well enough to fill out a form, write a simple letter or read a notice that may be critical for their own survival. Many cannot even sign their own names."

A Department of Education study done in 1985 indicates that the elderly comprise 38 percent of the total illiterate population in the United States. Dorothy Zuckerkandel, NCOA's director of communications, says there are a number of explanations why:

- Supporting yourself and helping out in your family took priority over school if you were poor in the early part of this century.
- In the agrarian economy of the rural past, planting and harvesting crops were more essential than sitting in a classroom.
- English was a strange, difficult language if you were an immigrant.

Literacy programs specifically targeted at senior adults are few. And while many area jurisdictions do have adult education and literacy skills programs aimed at adults and young people, they may be offered at locations that are inconvenient to the elderly.

Also, illiterate senior adults may hesitate to participate in literacy programs for fear of embarrassment or failure, or from the belief that they are too old, their health is too poor, or they are mentally incapable of learning.

But experts say anyone can benefit to some degree from literacy training. And while they are limited in number, more and more programs are being developed with the elderly population in mind.

The District of Columbia's Office on Aging, for instance, has established "Never Too Old to Learn"—an innovative literacy project that aims to teach basic reading, writing, math computation and life skills to functionally illiterate senior citizens. The year-old program is open to all District residents age 60 and older, and is offered at existing senior

Clarence Carter with his tutor, Hazel Burgess.

citizen project sites in six of the city's eight wards, with Wards 3 and 7 to be added some time in the future. To date, 89 senior citizens have enrolled in the program.

NCOA's two-year LEEP program (funding came from the Department of Education's Fund for the Improvement of Postsecondary Education and the Mars Foundation in cooperation with the D.C. Office on Aging) officially ended Dec. 31, but still has a number of resources available. Among them are three publications:

- "Organizing a Literacy Program for Older Adults," aimed at stimulating development and growth of literacy programs for senior citizens, both as tutors and students.
- "Tutoring Older Adults in Literacy Programs," designed to inform literacy tutors of the special needs and interests of senior citizen students.
- "Update on Healthy Aging: Reading Material on Health Topics for the New Reader and Tutor," a pamphlet featuring "low-vocabulary, high-interest reading materials on health issues to enhance the learning of the new older reader."

While senior citizens appear to be more willing to enter literacy programs populated by other older adults, they also seem to respond favorably to actually being tutored by their peers. The older tutors, says NCOA, as well as peers in supporting roles, are vital in motivating the senior students, helping prevent their dropping out of literacy programs and in counteracting discouragement at their possible low improvement rate.

NCOA notes that it takes between 35 and 50 hours of tutoring (over the course of a year) for a student to advance one grade-level in reading ability. Tutors and peer supports, NCOA says, "must be willing to make a major investment of time and energy" for such progress to take place.

Is the effort and commitment worthwhile? And do senior citizen literacy programs work? "I know first-hand the gratitude of our students when they begin to unlock the chains of illiteracy that have bound them for so long," says Maxine McKinney, LEEP coordinator for the project in the Ocean-cock area, on the Eastern Shore of Virginia.

"I see the pride in their faces when they first recognize the name of the town where they live, the look in their eyes when they hold their first book—and know what it contains for you.

"I feel their gratitude when one of our students, who lives in a shack without running water, insists that her tutor take a dollar from her as a token of her appreciation."

McKinney says she is pushed to continue tutoring the illiterate elderly not by what she has taught them, "but by what my students have taught me."

Hazel Burgess, Clarence Carter's tutor, says it differently. "Some people ask me, 'Why waste time on an 80-year-old?' That's a cynical attitude. Everyone has worth."

As for Carter himself, he now can tell time, keep track of his appointments, make simple change, read and write on a basic but practical level. He even writes get-well cards to home-bound and hospitalized peers in the church's socialization program.

"Mr. Carter's rate of progress," says Zuckerkandel, "continues to negate his past history and poor prognosis. He is like a youngster discovering life for the first time. And now [illegible] he is."

Resources

There are a number of literacy programs available to the elderly population in this area. Among them:

- "Never Too Old to Learn," D.C. Office on Aging, 1424 K St. NW, Washington, D.C. 20005. (202) 724-5622. Bette Reeves, coordinator. This program, offered through six of the city's eight wards, is open to District residents 60 or older.
- Literacy Council of Northern Virginia, Faith Lutheran Church, 3313 Arlington Blvd., Arlington, Va. 22201. Elsa Angell, director. (703) 528-4222 between 9 a.m.-2 p.m.
- Contact Literacy Center, (800) 228-8813, offers information on literacy services throughout the United [illegible] and enhance adult literacy programs. (202) 998-3722.
- Literacy Volunteers of America (LVA), branches throughout Virginia and Maryland, with plans for a D.C. office. The nearest office is 14524 Elm St., Room 11, Upper Marlboro, Md. 20772. (301) 627-9968.
- Adult Basic Education (ABE) programs are available in the various area school jurisdictions. Call the adult and continuing education office of your school system.
- Library-affiliated literacy projects are available in numerous area jurisdictions. Call your local library system for further information.
- Project Literacy U.S. (PLUS), a national media/outreach project sponsored by American Broadcasting Co. and Public Broadcasting Service, involves local chapters of a number of national organizations working to create

Appendix G (3)

00 74

Literacy Program Targets Elderly

NY TIMES NJ SECTION 2-1-87

By PATRICIA SQUIRES

TRENTON

BECAUSE of the snow last week, 76-year-old Beatrice Taylor's weekly reading lesson with Alice Wiggins, a local public-school teacher and her tutor in a public literacy project here, was postponed.

A year ago, Mrs. Taylor could not read. But, despite not meeting with her tutor last Tuesday, she read, on her own, parts of a small book of religious stories.

"I had wanted to read that book for five or six years, ever since I got it as a gift," Mrs. Taylor said, "but I couldn't do that until Mrs. Wiggins worked with me on reading. I still have a lot to learn, but I can read many things now."

Mrs. Taylor and Mrs. Wiggins were assigned to work together last year in the Literacy Education for the Elderly Program [LEEP] for people 55 years old and over.

Conducted by the Trenton Board of Education, it was one of 25 experimental programs in the country established by the National Council on Aging to give insight on how to help meet the needs of elderly Americans who cannot read or read too poorly to participate in a democratic society.

About 700,000 to one million New Jerseyans over 20 years old are functionally illiterate, according to the Federal Bureau of the Census's 1982-83 Survey of English Language Proficiency. Of these, [illegible] are functionally illiterate [illegible]

people who read at the fourth- or fifth-grade level a chance to improve their skills. She noted that many non-readers were reluctant to let others know they could not read and would not enroll in the program.

Mrs. Taylor said that her friends at a community center here had tried to dissuade her from enrolling and told her she was "too old to learn." But, because she said she had long wanted to find a way to learn to read, she signed up.

Mrs. Taylor recalled that she almost had completed one year in a rural Alabama school when she was taken out of first grade and sent by her family to work in the fields.

"I had a little red reading book that I never got to finish," she said, "but I got by during all those years after that without reading.

"I drove without a license before moving to New Jersey in 1975. In restaurants, I would tell the waiter what I wanted to eat, and in grocery stores I'd find somebody to help me read the labels or prices."

She no longer has to do that, Mrs. Taylor said, adding:

"I can read all kinds of things."

Seventy-three-year-old Latta Patterson, a retired state clerical employee, said she had signed up to become a LEEP tutor at a community center here when some of her friends enrolled to become students. Mrs. Patterson, who has 14 grandchildren, is a high school graduate and is enrolled now at Mercer County Community College.

She said that each of the three adults she had tutored had been on a different level of illiteracy, and that one had not known the alphabet or its sounds.

"One problem a tutor faces is to deal with the adult student's needs without destroying that person's dignity," Mrs. Patterson said, "and the student has to believe in herself no matter what level of achievement she must start at."

Another problem, Mrs. Patterson said, was that some illiterates had got along for many years without reading and had hidden this liability until entering the program, where its being disclosed for the first time was an embarassment.

"They must be made to know that they are at last taking themselves into a living situation — a do-it-yourself experience that leads to independence," Mrs. Patterson said. "They have missed so much."

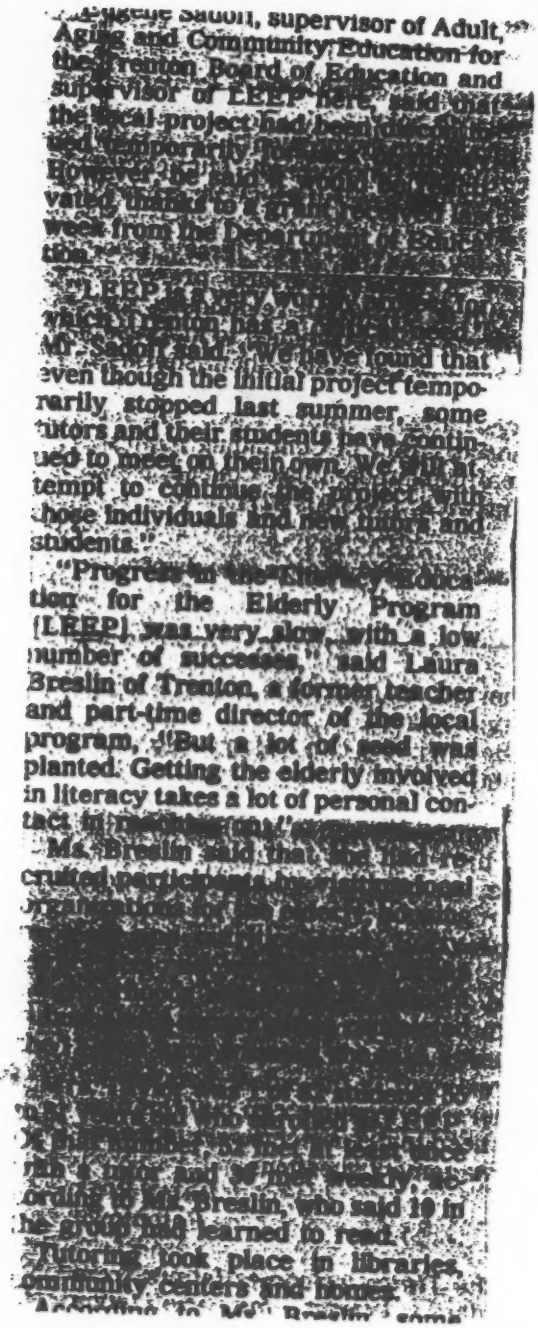
The state's Division on Aging received a $44,000 Federal grant last year to do research on how to reach and motivate participants in the New Jersey illiteracy initiative, according to Joan Mintz, deputy director of the division.

"We need to direct special attention to this age group," she said. "For many older people, literacy may be the same as daily survival or qual of life. There are those on salt-f diets who need to read food labels a those who need to read social-servi correspondence for benefits."

Ms. Mintz said that the Division Aging had collaborated with oth state agencies and conducted fi seminars to promote an awareness illiteracy problems among New J sey's elderly.

The division and the Journalis Resources Institute of Rutgers U versity recently conducted a semin for educators, librarians, social-ser ice workers and representatives national and New Jersey media, ur ing them to create an awareness the need for tutors and students in t state's 450 public and private no profit literacy projects.

For information about literacy pr grams in New Jersey, call Proje Literacy United States at 1-800-34 7587 or Literacy Volunteers of Ame ica at 1-800-624-0382.



Agnes Saboh, supervisor of Adult, Aging and Community Education for the Trenton Board of Education and supervisor of LEEP here, said that the local project had been discontinued temporarily [illegible] However, he said [illegible] vate, thanks to a grant [illegible] week from the Department [illegible] tion.

"LEEP is a [illegible] which Trenton has [illegible] Mr. Saboh said. "We have found that even though the initial project temporarily stopped last summer, some tutors and their students have continued to meet on their own. We will attempt to continue the project with those individuals and new tutors and students."

"Progress in the Literacy Education for the Elderly Program [LEEP] was very slow, with a low number of successes," said Laura Breslin of Trenton, a former teacher and part-time director of the local program. "But a lot of seed was planted. Getting the elderly involved in literacy takes a lot of personal contact in [illegible]"

Ms. Breslin said that [illegible] recruited participants [illegible] Organ[illegible]

[illegible] with a name and [illegible] ording to Ms. Breslin, who said 10 in the group had learned to read.

Tutoring took place in libraries, community centers and homes.

According to Ms. Breslin, some

Appendix G (5)

BNA

EMPLOYMENT AND TRAINING REPORTER

A weekly review of manpower developments by Ruttenberg, Kilgallon & Associates, Inc.

THE LIBRARY
MAY 15 1986
600 MARYLAND AVE. S.W.
WASHINGTON, D.C.

ROUTI

May 14, 1986 THE BUREAU OF NATIONAL AFFAIRS, INC. Volume 17, Nur

HIGHLIGHTS

Six Job Corps centers will be closed November 30, the Department of Labor announces. Congressmen and directors of the centers plan to fight the decision and the House Education and Labor Subcommittee on Job Opportunities schedules a hearing on the closings for May 15. (Page 897)

The JTPA spending target is raised by $344 million in the Senate fiscal 1987 budget resolution that calls for more than $10 billion in revenue increases and $301 billion in new defense budget authority. In the House, Speaker Thomas O'Neill (D-Mass) gives the House Budget Committee the go-ahead to begin markup of a companion measure. (Page 906)

The targeted jobs tax credit would be extended for three years in the Senate Finance Committee tax reform bill approved May 7. The House bill proposes a two-year extension.

JTPA amendments to the Wagner-Peyser Act had only a minor impact in program year 1984 on Employment Service policies, basic services to clients, and ES-JTPA coordination, claims a recent study by Macro Systems commissioned by DOL. (Page 898)

In a Canadian layoff study case, 66 percent of the dislocated workers of Alcan Rolled Products Company, an aluminum factory in Kingston, Ontario, get new jobs before their pink slips. The result stems from efforts by the Canadian Industrial Adjustment Service, the workers, and the company. (Page 900)

The Veterans Administration has amended regulations under the Veteran's Job Training Act. The amendments extend the deadline for a veteran to apply for a job training program and allow new applicants for the program, according to the VA. (Page 907)

The federal workforce has grown by 5 percent since 1981, according to Rep. Patricia Schroeder (D-Colo), who chairs the House Post Office and Civil Service Subcommittee on Civil Service. "Contrary to popular wisdom, the Reagan Administration has not reduced the size of the federal government," Schroeder says as she unveils figures derived from the Office of Personnel Management's central data file. (Page 907)

JTPA and economic development programs "speak two different languages," but linking the two programs makes good sense, says Joseph Fischer, vice president, New England region, of the National Alliance of Business at a recent NJTP conference in Dallas. (Page 901)

A competency-based system that covers work and educational skills is best in developing conservation and service corps programs, according to a group of corps officials at a workshop on measuring youth competencies. They also agree that this system is ideal in preparing corps members for jobs in the real world. (Page 903)

The National Council on the Aging conducts a two-year national demonstration in literacy education for the elderly at 25 sites. The project is designed to identify methods for recruiting and teaching older adults. (Page 907)

Jobs related to exports fell by 1.8 million, or 25 percent, between 1980 and 1984, a Commerce Department study finds. High-tech industries' share of export-related jobs rose slightly, the report adds. (Page 907)

In recent publications the National Governors' Association studies the use of JTPA set-aside funds and the General Accounting Office unveils preliminary findings on business closures and plant layoffs. (Page 904)

A youth program operated by a Lakewood, Colorado, service delivery area features a wilderness training component and a summer mentorship which links older teens with members of the private industry council. (Page 908)

Copyright © 1986 by Manpower Information, Inc.
A division of The Bureau of National Affairs, Inc., Washington, D.C.
0146-9673/86/$0+ 50

House Minority Whip Trent Lott (R-Miss) told reporters House Republicans generally do not support any tax increases greater than the $5.9 billion proposed by President Reagan, but that winning Republican backing depends "not just on defense and taxes," but on domestic spending cuts as well. The Republicans would like to see a budget plan that can actually be followed and that will result in a $144 billion deficit next year, he added. □

Veterans

VA ISSUES JOB TRAINING REGULATIONS

The Veterans Administration has amended regulations under the Veterans' Job Training Act. The amendments extend the deadline for a veteran to apply for a job training program and allow new applicants for the program, according to the VA.

The amendments extend the deadline for beginning a job training program from July 1, 1986 to July 31, 1987. They also shorten the length of a veteran's period of unemployment needed to qualify as an eligible veteran under the act.

Public law 99-238 has changed the name from the Emergency Veterans' Job Training Act of 1983 to the Veterans' Job Training Act of 1985.

The Veterans' Job Training Program was established to assist eligible veterans to find stable and permanent positions jobs through intensive training. The VA makes payments to employers who hire and train eligible veterans. □

General Policy

FED WORKERS INCREASED BY 5 PERCENT

The total number of civil servants has grown by 5 percent since 1981, according to Rep. Patricia Schroeder (D-Colo), who chairs the House Post Office and Civil Service Subcommittee on Civil Service. "Contrary to popular wisdom, the Reagan Administration has not reduced the size of the federal government," Schroeder said as she unveiled figures derived from the Office of Personnel Management's central data file.

Schroeder charged that the Administration "has stripped employees from agencies it doesn't like and added employees to agencies it does like." While total civilian employment grew by 4.97 percent between Jan. 1981 and Jan. 1986 — from 2,843,404 to 2,984,755 — the number of permanent employees with full-time appointments rose by 3.54 percent — from 2,410,313 to 2,495,706 — according to the subcommittee analysis.

Justice saw a 14.5 percent increase and Treasury a 5.2 percent gain. State gained 8.3 percent and the U.S. Information Agency 10.3 percent. The Postal Service grew by 18.5 percent. The Army had a 13.4 decrease in civilian jobs, but the total number of civilian employees for defense increased by 12.4 percent in the five-year period.

Big losers in terms of the total number of employees were Education, which lost 2,773, a 36.8 percent decrease; Labor, down 22.2 percent; Commerce and Housing and Urban Development, each down more than 25 percent; Agriculture, down by nearly 14 percent; and Health and Human Services, down by 14.1 percent. □

Education

LITERACY PROJECT TARGETED TO ELDERLY

The National Council on the Aging (NCOA) is conducting a two-year national demonstration program in literacy education for the elderly at 25 sites throughout the country. Begun in January 1985 with a grant of $234,330 from the Department of Education, the Literacy Education for the Elderly (LEEP) project is designed to identify methods for recruiting and teaching older adults.

LEEP is expected to enhance the capacity of functionally illiterate older adults for social and economic self sufficiency and to develop and disseminate a model which can be replicated nationwide. Bella Jacobs, director of the project, said that NCOA is about to visit the sites and begin summarizing the results.

LEEP links resources of community-based organizations serving the elderly with the volunteer literacy networks such as Literacy Volunteers of America (LVA) and Laubach Literacy Action (LLA) to increase opportunities for literacy education for older adults. It also enlists older volunteers as tutors and peer supports.

The project will produce: a guide on how to initiate a literacy program with senior group programs and local literacy groups; a handbook to sensitize literacy tutors and instructors to the special needs and concerns of older adults; and training materials on methods, practices, and techniques appropriate for improving literacy among the elderly.

Jacobs noted that the grant was for NCOA to administer the program, generate materials, and provide advice and technical assistance to the sites. She added that the sites had to find money and resources at the local level and it is hoped that the program will continue with community support.

It is too early for any results, Jacobs said, pointing out that many of the students have an education ranging from zero to third grade which they acquired 40 to 50 years ago. It takes from six to eight months to improve by one grade level if an individual works at it twice a week, she observed.

For further information, contact Jacobs or Catherine Ventura-Merkel, project coordinator at NCOA, 600 Maryland Avenue S.W., Washington, D.C. 20024, (202) 479-1200. □

Labor Statistics

EXPORT-LINKED JOBS DROPPED 25 PERCENT

Jobs related either directly or indirectly to exports fell by 1.8 million, or 25 percent, between 1980 and 1984, a